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ABSTRACT

This vocational program guide is intended to assist in the organization, operation, and evaluation of a program in health services occupations in school districts, area vocational centers, and community colleges. The following topics are covered: program content (job duties of physical therapy aides and orderlies and curriculum framework and student performance standards); facilities (design criteria, suggested equipment and supplies, and safety); program implementation (suggested course outline and student organization participation); student admissions and teacher standards (student admissions requirements and teacher certification and other qualifications); and instructional resources (professional organizations and support services, teacher-recommended materials, and sample forms). A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) for use in recording the progress of students enrolled in a health services occupations program is packaged with the program guide. Included in the Career MAP are a list of relevant job titles, overview of the MAP and directions for using it, guidelines for rating student performance standards, and charts detailing the various subcompetencies of the health services occupations skills and work environment readiness skills covered in the health services occupations program. (MN)

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FLORIDA VOCATIONAL PROGRAM GUIDE FOR

HEALTH SERVICE OCCUPATIONS

U.S. DEPARTMENT OF EDUCATION
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FLORIDA VOCATIONAL
PROGRAM GUIDE FOR

HEALTH SERVICE OCCUPATIONS

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education
Bureau of Vocational Program and Staff Development

July 1990

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INTRODUCTION

The *Florida Vocational Program Guide for Health Service Occupations* has been developed to provide information that will be useful to teachers, local school districts, area vocational centers, community college administrators, regional coordinating councils, and others charged with the responsibility of offering vocational education training in Health Service Occupations. The final planning, implementation, and evaluation of this or any educational program, however, must be done within the context of local conditions and local needs.

Many of the issues involved in the creation and maintenance of a vocational education program are generic to all subject areas; these issues are addressed in detail in the *Florida Vocational Program Implementation Guide (FVPIG)*, **which should be considered an essential companion to this document.** That guide contains information on the following:

- the importance of, as well as development strategies for, student learning guides
- information addressing concerns about program planning and implementation
- teacher requirements, updating, and certification
- program-evaluation requirements
- in-depth program-component description

This *Florida Vocational Program Guide for Health Service Occupations* will serve to identify particular considerations in the organization, operation, and evaluation of this specific vocational education program.

This program guide will help ensure program equivalency. Health Service Occupations programs, if implemented throughout Florida according to the criteria described in this document, will help many citizens fill important roles in our state and national work force.

PROGRAM CONTENT AND STRUCTURE

The content of the Health Service Occupations program is based on occupational competencies and employability skills required for entry into the health service field. The basic content of this program is described in the Florida Curriculum Framework and Student Performance Standards (SPSs).

The Health Service Occupations program includes learning experiences, both classroom and practical, that are concerned with providing students with career information and job requirements for entering the health service field. It provides students with an initial exposure to the skills and attitudes associated with careers in related health occupations. The basic skills and attitudes related to these occupations are indicated as intended outcomes in the Curriculum Framework of this guide.

Job Title and Description

Health Service Aides (DOT 355.***-***). The job titles listed in DOT classification 355 are appropriate to health-aide occupations. Listed below are two typical examples.

Job Title: Physical Therapy Aide (DOT 355.354-010)

A physical therapy aide will prepare patients for and assist physical therapists in the treatment and care of patients, assist patients in dressing undressing, and aid in application and removal of braces, etc.

Job Title: Orderly (DOT 355.674-018)

An orderly will perform a combination of duties as directed by nursing and medical staff, including bathing patients, cleaning and shaving hair on operative patients, measuring and recording intake and output, and taking and recording temperature, pulse, respiration, and blood pressure. An orderly may be required to lift and support patients.

Curriculum Framework and Student Performance Standards

Program objectives and content should be consistent with the Vocational Education Program Courses Standards as approved by the Florida State Board of Education. Provided on the following pages are the Curriculum Framework and Student Performance Standards for Health Service Occupations courses as listed in the official *Vocational Education Program Courses Standards* document. Since these SPSs are continually updated, you should check with your district's health occupations education supervisor and the regional program specialist for a current version every year.

CURRICULUM FRAMEWORK

FLORIDA DEPARTMENT OF EDUCATION

PROGRAM AREA: Health Occupations

EFFECTIVE DATE: July, 1990

PROGRAM TITLE: Health Service Occupations

CODE NUMBER: Secondary 8415100 Postsecondary HCP0400

Florida CIP 0317.069901

SECONDARY SCHOOL CREDITS 3 COLLEGE CREDITS ___ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): ___ 7-9 ___ 9-12 X Postsecondary Adult Vocational

___ Postsecondary Vocational X Other 10-12, 30, 31

CERTIFICATION COVERAGE:			
	NURSING ED @5	LAB ASST 7	MED ASST 7
	PH THERAPH @6	PRAC NURSE 7	MED RECTEC 7
	MENTAL HEALTH 7	LAB TECH 7	PARAMEDIC 7
	TEC MED @7	RESP THER @7	DENTAL ASST 7
	TEC X RAY 7	PH THERTEC 7	RESP TEC 7

I. **Major Concepts/Content.** The purpose of this program is to prepare students for employment as health aides (66008434), or to provide supplemental training for persons previously or currently employed in these occupations, or to pursue further education in the health-care industry.

The content includes, but is not limited to, communication skills; legal and ethical practice; leadership and employability skills; safe and efficient work practices; and integration of scientific principles based on anatomy and physiology, medical terminology, disease control, conditions of illness and common therapy, and representative skills performed by major health-care workers.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs occurs through vocational classroom instruction and applied laboratory procedures or practice.

Listed below are the courses that comprise this program when offered at the secondary level:

8415110 Health Service Occupations 1
8415120 Health Service Occupations 2
8415130 Health Service Occupations 3

II. **Laboratory Activities.** Students will perform skills representative of major areas of health care in the laboratory setting. Clinical learning experiences are required and must correlate with didactic and laboratory experiences.

III. **Special Note.** The Health Occupations Students of America, Inc. (HOSA), is the appropriate vocational student organization for providing leadership training experiences and reinforcing specific vocational skills. When provided, these activities are considered an integral part of the curriculum.

The cooperative method of instruction may be utilized for this program. Whenever the cooperative method is offered, the following are required for each student: a training plan signed by the student, the teacher, and the employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; a place of employment which reflects equipment, skills, and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must receive compensation for work performed.

In accordance with **Section 233.0695 F.S.**, the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 6.0, Language 7.0. This grade-level number corresponds to a grade-equivalent score obtained on a state-designated basic skills examination.

The particular outcomes and student performance standards which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEPs. The job title for which the student is being trained must be designated in the IEP.

IV. **Intended Outcomes.** After successfully completing this program, the student will be able to:

01. Demonstrate application of knowledge of basic math and measurement skills.
02. Demonstrate basic competencies in science.
03. Demonstrate accepted communication skills in both clinical and classroom activities.
04. Demonstrate employability skills.
05. Identify anatomic structure and function of body systems in relation to the effect of diseases and services performed by health-care workers.
06. Successfully complete clinical learning experiences by demonstrating competency of selected occupational skills representative of major areas of health care.
07. Identify at least one health career that meets personal goals.
08. Select health-care services in keeping with accepted consumer practices.

09. Recognize and practice acceptable behavior in the clinical settings.
10. Practice accepted principles of safety in clinical settings.
11. Demonstrate knowledge of ethical behavior and legal aspects of health care in clinical settings.
12. Identify the characteristics of the health-care delivery system.
13. Demonstrate knowledge of immune-deficiency diseases, including AIDS.

STUDENT PERFORMANCE STANDARDS — EFFECTIVE DATE: July, 1990

PROGRAM AREA: Health Occupations — SECONDARY NUMBER: 8415100

PROGRAM TITLE: Health Service Occupations — POSTSECONDARY NUMBER: HCP0400

01.0 DEMONSTRATE APPLICATION OF KNOWLEDGE OF BASIC MATH AND MEASUREMENT SKILLS--The student will be able to:

- 01.01 Draw, read, analyze, and report on graphs, charts, and tables.
- 01.02 Measure time, temperature, distance, capacity, and mass/weight.
- 01.03 Make and use measurements in both traditional and metric units.
- 01.04 Make estimates and approximations and judge the reasonableness of the result.
- 01.05 Convert from regular time to 24-hour clock time.

02.0 DEMONSTRATE BASIC COMPETENCIES IN SCIENCE--The student will be able to:

- 02.01 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solutions of such questions.
- 02.02 Organize and communicate the results obtained by observation and experimentation.
- 02.03 Demonstrate ability to evaluate and draw conclusions.

03.0 DEMONSTRATE ACCEPTED COMMUNICATION SKILLS IN BOTH CLINICAL AND CLASSROOM ACTIVITIES--The student will be able to:

- 03.01 Recognize and utilize various forms of communication.
- 03.02 Recognize barriers to communication.
- 03.03 Use appropriate medical terminology and abbreviations.
- 03.04 Define unfamiliar medical terms by use of structural analysis, decoding, contextual clues, or a medical dictionary.
- 03.05 Distinguish factual reports from personal opinion.
- 03.06 Demonstrate ability to report observations in written or oral form.

04.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

- 04.01 Identify resources for employment in a health-care field.
- 04.02 Secure information about employment.
- 04.03 Identify documents that may be required when applying for employment.
- 04.04 Complete an employment application form correctly.
- 04.05 Demonstrate competence in employment interview techniques.
- 04.06 Identify and demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
- 04.07 Identify acceptable work behaviors.
- 04.08 Describe methods used to make job changes appropriately.
- 04.09 Identify laws relating to employment.

05.0 IDENTIFY ANATOMIC STRUCTURE AND FUNCTION OF BODY SYSTEMS IN RELATION TO THE EFFECT OF DISEASES AND SERVICES PERFORMED BY HEALTH-CARE WORKERS--The student will be able to:

05.01 Identify anatomic structure and function of body systems.
05.02 Identify factors relating to the transmission of disease.
05.03 Demonstrate medical and surgical aseptic technique.
05.04 Identify cells and tissue microscopically and macroscopically.
05.05 Perform skills related to the integumentary system.
05.06 Identify health careers related to the integumentary system.
05.07 Identify diseases related to the integumentary system.
05.08 Identify health factors that affect optimal function of the integumentary system.
05.09 Identify diseases related to the muscular/skeletal system.
05.10 Perform skills related to the muscular/skeletal system.
05.11 Identify health factors that affect optimal function of the muscular/skeletal systems.
05.12 Identify careers related to the muscular/skeletal systems.
05.13 Use proper body mechanics to prevent injury to the patient and one's self.
05.14 Assist with therapeutic exercises so as to prevent injury and facilitate rehabilitation of the muscular/skeletal systems.
05.15 Perform skills related to respiratory care.
05.16 Identify diseases related to the respiratory system.
05.17 Identify factors which affect optimal function of the respiratory system, such as the hazards of smoking, environmental pollution, and spread of communicable diseases.
05.18 Identify health careers related to the respiratory system.
05.19 Identify diseases related to the nervous system and sensory organs.
05.20 Perform skills related to the nervous system and sensory organs.
05.21 Identify health factors that affect optimal functions of the nervous system and sensory organs such as proper use of prescription drugs, hazards of illicit drugs/alcohol, and noise pollution.
05.22 Identify health careers related to the nervous system and sensory organs.
05.23 Identify diseases related to the urinary system.
05.24 Perform skills related to the urinary system.
05.25 Identify health factors that affect optimal function of the urinary system such as adequate fluid intake and bladder control.
05.26 Identify health careers related to the urinary system.
05.27 Identify conditions and diseases related to the reproductive system.
05.28 Perform skills related to the reproductive system.
05.29 Identify health factors that affect optimal function of the reproductive system such as immune-deficiency diseases.
05.30 Identify health careers related to the reproductive system.
05.31 Identify diseases related to the digestive system.
05.32 Perform skills related to the digestive system.
05.33 Identify health factors that affect optimal function of the digestive system, such as dietary and nutritional factors.
05.34 Identify health careers related to the digestive system, including dental and dietetic occupations.
05.35 Identify diseases related to the circulatory system.

05.36 Perform skills related to the circulatory system.
05.37 Identify health factors that affect optimal function of the circulatory system, such as cardiovascular exercise, weight control, and stress management.
05.38 Identify health careers related to the circulatory system.
05.39 Identify conditions and diseases related to the endocrine system.
05.40 Perform skills related to the endocrine system.
05.41 Identify health factors that affect optimal functioning of the endocrine system.
05.42 Identify health careers related to the endocrine system.

06.0 SUCCESSFULLY COMPLETE CLINICAL LEARNING EXPERIENCES BY DEMONSTRATING COMPETENCY OF SELECTED OCCUPATIONAL SKILLS REPRESENTATIVE OF MAJOR AREAS OF HEALTH CARE--The student will be able to:

06.01 Perform skills appropriate to each body system.
06.02 Complete clinical rotations representing selected health career clusters using skills learned in outcome 01.0.
06.03 Demonstrate interpersonal relationships, self-discipline, and dependability.
06.04 Perform skills in first aid and CPR.

07.0 IDENTIFY AT LEAST ONE HEALTH CAREER THAT MEETS PERSONAL GOALS--The student will be able to:

07.01 Examine the requirements of workers in the major health career clusters.
07.02 Compare personal qualities and aptitudes with requirements of selected careers.
07.03 Investigate other health careers not related directly to body systems, including, but not limited to, hospital administration, biomedical technologies, marketing, public relations, environmental services, and other support services.
07.04 Decide which health career, if any, meets personal career goals.

08.0 SELECT HEALTH-CARE SERVICES IN KEEPING WITH ACCEPTED CONSUMER PRACTICES--The student will be able to:

08.01 Demonstrate ability to investigate and select qualified health-care practitioners and providers.
08.02 Identify and compare components of available health insurance plans.
08.03 Demonstrate knowledge of therapeutic uses and misuses of over-the-counter drugs.
08.04 Identify and recognize services of available community agencies.

09.0 RECOGNIZE AND PRACTICE ACCEPTABLE BEHAVIOR IN THE CLINICAL SETTINGS--The student will be able to:

09.01 Describe the concept of positive self-concepts.
09.02 Identify basic human needs according to Maslow's theory.
09.03 Describe and demonstrate appropriate behavior.
09.04 Recognize multicultural behavior differences.

10.0 PRACTICE ACCEPTED PRINCIPLES OF SAFETY IN CLINICAL SETTINGS--The student will be able to:

10.01 Demonstrate safe use, care, and maintenance of equipment and materials.
10.02 Practice safe transport and transfer of patients.
10.03 Properly identify patients.
10.04 Follow approved clinical procedures for labeling.
10.05 Use good observational skills and report appropriately.
10.06 Recognize and report signs of abuse and neglect.
10.07 Follow emergency procedures as outlined by instruction.
10.08 Identify and perform skills related to "Universal Precautions."

11.0 DEMONSTRATE KNOWLEDGE OF ETHICAL BEHAVIOR AND LEGAL ASPECTS OF HEALTH CARE IN CLINICAL SETTINGS--The student will be able to:

11.01 Recognize lines of authority and responsibility of health-care workers.
11.02 Identify patient rights and responsibilities.
11.03 Identify legal ramifications of actions/inactions.
11.04 Describe current laws affecting health care.

12.0 IDENTIFY THE CHARACTERISTICS AND COMPONENTS OF THE HEALTH-CARE DELIVERY SYSTEMS, USING ACCEPTABLE TERMINOLOGY--The student will be able to:

12.01 Identify the basic components of the health-care delivery system.
12.02 Describe the types of health care and identify the major types of health-care facilities.
12.03 Identify health-care planning agencies and services available at local, state, national, and international levels.
12.04 Identify the major events that transformed health care.
12.05 Identify current developments that will affect health care.

13.0 DEMONSTRATE KNOWLEDGE OF IMMUNE-DEFICIENCY DISEASES, INCLUDING AIDS--The student will be able to:

13.01 Distinguish between fact and fallacy about the transmission and treatment of immune-deficiency diseases.
13.02 Identify community resources and services available to the victims of immune-deficiency diseases.
13.03 Identify at-risk behaviors that promote the spread of AIDS and the public education necessary to combat the spread of immune-deficiency diseases.
13.04 Apply infection-control techniques designed to prevent the spread of immune-deficiency diseases to the care of *all* patients following Centers for Disease Control (CDC) guidelines.
13.05 Demonstrate knowledge of the legal aspects of AIDS.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1990

PROGRAM AREA: Health COURSE CREDIT : 1

PROGRAM TITLE: Health Service Occupations 1 PROGRAM NUMBER: 8415100

COURSE TITLE: Health Service Occupations 1 COURSE NUMBER: 8415110

COURSE DESCRIPTION:

This course includes a logical integration of scientific concepts relating to health care. These concepts are based on anatomy and physiology, microbiology, chemistry, physics, nutrition, psychology, and sociology.

Laboratory activities are correlated with theory content.

This course, or anatomy and physiology, is a prerequisite or corequisite to Health Service Occupations 2 and Health Service Occupations 3.

02.0 DEMONSTRATE BASIC COMPETENCIES IN SCIENCE--The student will be able to:

- 02.01 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solutions of such questions.
- 02.02 Organize and communicate the results obtained by observation and experimentation.
- 02.03 Demonstrate ability to evaluate and draw conclusions.

05.0 IDENTIFY ANATOMIC STRUCTURE AND FUNCTION OF BODY SYSTEMS IN RELATION TO THE EFFECT OF DISEASES AND SERVICES PERFORMED BY HEALTH-CARE WORKERS--The student will be able to:

- 05.01 Identify anatomic structure and function of body systems.
- 05.02 Identify factors relating to transmission of disease.
- 05.04 Identify cells and tissue microscopically and macroscopically.
- 05.07 Identify diseases related to the integumentary system.
- 05.08 Identify health factors that affect optimal functions of the integumentary system.
- 05.09 Identify diseases related to the muscular/skeletal system.
- 05.11 Identify health factors that affect optimal function of the muscular/skeletal system.
- 05.16 Identify diseases related to the respiratory system.
- 05.17 Identify factors which affect optimal function of the respiratory system, such as the hazards of smoking, environmental pollution, and spread of communicable diseases.
- 05.19 Identify diseases related to the nervous system and sensory organs.
- 05.21 Identify health factors that affect optimal functions of the nervous system and sensory organs such as proper use of prescription drugs, hazards of illicit drugs/alcohol, and noise pollution.
- 05.23 Identify diseases related to the urinary system.

05.25 Identify health factors that affect optimal function of the urinary system such as adequate fluid intake and bladder control.
05.27 Identify conditions and diseases related to the reproductive system.
05.29 Identify health factors that affect optimal function of the reproductive system such as immune-deficiency diseases.
05.31 Identify diseases related to the digestive system.
05.33 Identify health factors that affect optimal function of the digestive system such as dietary and nutritional factors.
05.35 Identify diseases related to the circulatory system.
05.37 Identify health factors that affect optimal function of the circulatory system such as cardiovascular exercise, weight control, and stress management.
05.39 Identify conditions and diseases related to the endocrine system.
05.41 Identify health factors that affect optimal functioning of the endocrine system.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1990

PROGRAM AREA: Health COURSE CREDIT : 1

PROGRAM TITLE: Health Service Occupations PROGRAM NUMBER: 8415100

COURSE TITLE: Health Service Occupations 2 COURSE NUMBER: 8415120

COURSE DESCRIPTION:

This course provides common skills performed by the majority of health-care workers in hospitals, nursing homes, and other health-care agencies.

Those students who choose nursing-assistant placements for their clinical experience must complete all the nursing-assistant competencies listed in **Rule 6A-.080** to be eligible to take the State Certified Nursing Assistant (CNA) examination. Practical classroom/laboratory and clinical experiences are correlated with the theory of this course. Students will perform health-care skills in the clinical setting under the supervision of a qualified health occupations teacher and/or qualified health professional.

This course is a corequisite to Health Service Occupations 3.

01.0 DEMONSTRATE APPLICATION OF KNOWLEDGE OF BASIC MATH AND MEASUREMENT SKILLS--The student will be able to:

- 01.01 Draw, read, analyze, and report on graphs, charts, and tables.
- 01.02 Measure time, temperature, distance, capacity, and mass/weight.
- 01.03 Make and use measurements in both traditional and metric units.
- 01.04 Make estimates and approximations and judge the reasonableness of the result.
- 01.05 Convert from regular time to 24-hour clock time.

03.0 DEMONSTRATE ACCEPTED COMMUNICATION SKILLS IN BOTH CLINICAL AND CLASSROOM ACTIVITIES--The student will be able to:

- 03.01 Recognize and utilize various forms of communication.
- 03.02 Recognize barriers to communication.
- 03.03 Use appropriate medical terminology and abbreviations.
- 03.04 Define unfamiliar medical terms by use of structural analysis, decoding, contextual clues, or a medical dictionary.
- 03.05 Distinguish factual reports from personal opinion.
- 03.06 Demonstrate ability to report observations in written or oral form.

05.0 IDENTIFY ANATOMIC STRUCTURE AND FUNCTION OF BODY SYSTEMS IN RELATION TO THE EFFECT OF DISEASES AND SERVICES PERFORMED BY HEALTH-CARE WORKERS--The student will be able to:

- 05.03 Demonstrate medical and surgical aseptic technique.
- 05.05 Perform skills related to the integumentary system.

05.10 Perform skills related to the muscular/skeletal system.
05.13 Use proper body mechanics to prevent injury to the patient and one's self.
05.14 Assist with therapeutic exercises so as to prevent injury and facilitate rehabilitation of the muscular/skeletal systems.
05.15 Perform skills related to respiratory care.
05.20 Perform skills related to the nervous system and sensory organs.
05.24 Perform skills related to the urinary system.
05.28 Perform skills related to the reproductive system.
05.32 Perform skills related to the digestive system.
05.36 Perform skills related to the circulatory system.
05.40 Perform skills related to the endocrine system.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1990

PROGRAM AREA: Health COURSE CREDIT : 1

PROGRAM TITLE: Health Service Occupations PROGRAM NUMBER: 8415100

COURSE TITLE: Health Service Occupations 3 COURSE NUMBER: 8415130

COURSE DESCRIPTION:

This course provides the opportunity to study the characteristics of workers in the major health career clusters in order to identify a personal career goal. The content includes, but is not limited to: communication skills; legal and ethical practice; leadership and employability skills; safe and efficient work practices. It provides for continued development of skills in specialty areas.

Clinical learning experiences are required and must correlate with didactic and laboratory activities.

This course, or anatomy and physiology, is a corequisite to Health Service Occupations 2.

04.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

- 04.01 Identify resources for employment in a health-care field.
- 04.02 Secure information about employment.
- 04.03 Identify documents that may be required when applying for employment.
- 04.04 Complete an employment application form correctly.
- 04.05 Demonstrate competence in employment interview techniques.
- 04.06 Identify and demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
- 04.07 Identify acceptable work behaviors.
- 04.08 Describe methods used to make job changes appropriately.
- 04.09 Identify laws relating to employment.

05.0 IDENTIFY ANATOMIC STRUCTURE AND FUNCTION OF BODY SYSTEMS IN RELATION TO THE EFFECT OF DISEASES AND SERVICES PERFORMED BY HEALTH-CARE WORKERS--The student will be able to:

- 05.06 Identify health careers related to the integumentary system.
- 05.12 Identify health careers related to the muscular/skeletal systems.
- 05.18 Identify health careers related to the respiratory system.
- 05.22 Identify health careers related to the nervous system and sensory organs.
- 05.26 Identify health careers related to the urinary system.
- 05.30 Identify health careers related to the reproductive system.
- 05.34 Identify health careers related to the digestive system, including dental and dietetic occupations.
- 05.38 Identify health careers related to the circulatory system.
- 05.42 Identify health careers related to the endocrine system.

06.0 SUCCESSFULLY COMPLETE CLINICAL LEARNING EXPERIENCES BY DEMONSTRATING COMPETENCY OF SELECTED OCCUPATIONAL SKILLS REPRESENTATIVE OF MAJOR AREAS OF HEALTH CARE--The student will be able to:

06.01 Perform skills appropriate to each body system.
06.02 Complete clinical rotations representing selected health career clusters using skills learned in outcome 01.0.
06.03 Demonstrate interpersonal relationships, self-discipline, and dependability.
06.04 Perform skills in first aid and CPR.

07.0 IDENTIFY AT LEAST ONE HEALTH CAREER THAT MEETS PERSONAL GOALS--The student will be able to:

07.01 Examine the requirements of workers in the major health career clusters.
07.02 Compare personal qualities and aptitudes with requirements of selected careers.
07.03 Investigate other health careers not related directly to body systems including, but not limited to, hospital administration, biomedical technologies, marketing, public relations, environmental services, and other support services.
07.04 Decide which health career, if any, meets personal career goals.

08.0 SELECT HEALTH-CARE SERVICES IN KEEPING WITH ACCEPTED CONSUMER PRACTICES--The student will be able to:

08.01 Demonstrate ability to investigate and select qualified health-care practitioners and providers.
08.02 Identify and compare components of available health insurance plans.
08.03 Demonstrate knowledge of therapeutic uses and misuses of over-the-counter drugs.
08.04 Identify and recognize services of available community agencies.

09.0 RECOGNIZE AND PRACTICE ACCEPTABLE BEHAVIOR IN THE CLINICAL SETTINGS--The student will be able to:

09.01 Describe the concept of positive self-concepts.
09.02 Identify basic human needs according to Maslow's theory.
09.03 Describe and demonstrate appropriate behavior.
09.04 Recognize multicultural behavior differences.

10.0 PRACTICE ACCEPTED PRINCIPLES OF SAFETY IN CLINICAL SETTINGS--The student will be able to:

10.01 Demonstrate safe use, care, and maintenance of equipment and materials.
10.02 Practice safe transport and transfer of patients.
10.03 Properly identify patients.
10.04 Follow approved clinical procedures for labeling.
10.05 Use good observational skills and report appropriately.
10.06 Recognize and report signs of abuse and neglect.

10.07 Follow emergency procedures as outlined by instruction.
10.08 Identify and perform skills related to "Universal Precautions."

11.0 DEMONSTRATE KNOWLEDGE OF ETHICAL BEHAVIOR AND LEGAL ASPECTS OF HEALTH CARE IN CLINICAL SETTINGS--The student will be able to:

11.01 Recognize lines of authority and responsibility of health-care workers.
11.02 Identify patient rights and responsibilities.
11.03 Identify legal ramifications of actions/inactions.
11.04 Describe current laws affecting health care.

12.0 IDENTIFY THE CHARACTERISTICS AND COMPONENTS OF THE HEALTH-CARE DELIVERY SYSTEMS, USING ACCEPTABLE TERMINOLOGY--The student will be able to:

12.01 Identify the basic components of the health-care delivery system.
12.02 Describe the types of health care and identify the major types of health-care facilities.
12.03 Identify health-care planning agencies and services available at local, state, national, and international levels.
12.04 Identify the major events that transformed health care.
12.05 Identify current developments that will affect health care.

13.0 DEMONSTRATE KNOWLEDGE OF IMMUNE-DEFICIENCY DISEASES, INCLUDING AIDS--The student will be able to:

13.01 Distinguish between fact and fallacy about the transmission and treatment of immune-deficiency diseases.
13.02 Identify community resources and services available to the victims of immune-deficiency diseases.
13.03 Identify at-risk behaviors that promote the spread of AIDS and the public education necessary to combat the spread of immune-deficiency diseases.
13.04 Apply infection-control techniques designed to prevent the spread of immune-deficiency diseases to the care of *all* patients following Centers for Disease Control (CDC) guidelines.
13.05 Demonstrate knowledge of the legal aspects of AIDS.

Suggested Skills

Teaching Preparations

Preparations for a Health Service Occupations program are important, particularly in the following areas:

1. *Advisory board.* Set up an advisory board early in the school year. Membership should be representative of the community and the occupations being served. Refer to the sourcebook *Organizing and Maintaining Effective Vocational Advisory Committees*, prepared by the Florida State Advisory Council on Vocational and Technical Education.

2. *Clinical experience--job shadowing.* Make contacts for students' clinical experience early in the school year, and be sure any contracts with facilities are current.

3. *Uniforms.* Order uniforms, patches, and name tags early, and be sure the uniforms meet the approval of the clinical facility. Remember, too, that uniform shops in many areas give a discount to students.

4. *Objectives for clinical experience.* Have the objectives ready so the students will know exactly what is expected of them. When compiling the list of objectives, check first with each station to be sure the students will be allowed to do assigned tasks.

5. *Forms.* This program requires several forms (examples are provided later in this guide), which must be completed before students begin work:

   a. Malpractice insurance forms for students--Some institutions demand that each student have some form of insurance. Check with your area hospital.

   b. Parent permission forms for travel

   c. Student agreement forms

   d. Clinical evaluation forms--The students should know exactly what is expected of them. Check with the department chairperson for specific needs.

FACILITIES

Design Criteria

The facility should provide space and learning stations to enable the instruction to meet program objectives. **Florida State Board of Education Rule 6A-2.32** specifies the size of space and occupancy design criteria that school districts or community colleges must follow in planning and designing facilities for Health Service Occupations programs. According to this rule, facility sizes recommended for one-time occupancy design capacity of twenty students are as follows:

DEDICATED SPACE
(in square feet)

	Per Student			Total (Based on 20 students)		
	Min.	Normal	Max.	Min.	Normal	Max.
Classroom	25	27	29	500	540	580
Laboratory	67	74	82	1340	1480	1640
Material Storage				120	125	130
Required Program Space				1960	2005	2350

For further information on space, refer to **SBE 6A-2**.

Classroom/laboratory areas should be designed to accommodate Health Service Occupations workstations and equipment.

Suggested Equipment and Supplies

The following list indicates *suggested*, but not mandated, equipment and supplies and is not comprehensive.

Specific Provisions

A. Office-Conference Room

bookcase
chairs, two
chair, swivel
chair, typing
desk, teacher's
file cabinet, four-drawer, legal, with lock
file-card cabinet

typewriter, electric
typewriter stand, adjustable
wastebasket

B. Class-Laboratory

bed-side stands
beds, with mattresses
cabinets, storage, built-in, 20 linear feet, standard sink height, adjustable shelves 24 inches deep, lockable doors, stain- and chemical-resistant countertop
chairs
chalkboard
rack, literature
screens, privacy
table, lab, chemical- and stain-resistant top
tables, over-the-bed
tables (or desks), students'
tackboard
wall units over storage cabinets
wardrobe closet

C. Nurses' Station Area

cabinets, base, built-in, ten linear feet, standard sink height, two adjustable shelves 24 inches deep, lockable doors, stain- and chemical-resistant counter top
wall clock
wall units and nurses' call station mounted above base cabinets

D. Storage Room

cabinets, base, and wall units (see specifications in C, above)
cabinet, standing, double-door, lockable

E. Office Storeroom

open shelves on all walls

F. Miscellaneous

air conditioning and heating system
ceiling, acoustical
electrical outlets, sufficient for auxiliary equipment
intercom system
power outlets, 220, sufficient at least for washer and dryer
tilt wall-mounted screen for audiovisual use
X-ray view box

Useful Suggested Equipment and Supplies

audiocassette player-recorder
baby lotion
baby powder
bath blankets

bath towels
bed cradle
bedpans, with covers
bed spreads
binder, straight
binder, T
clinitest kit
combs
crutches
disks, computer and floppy
emery board
emesis basins
enema can
first-aid kit
flatus tube
foley catheter with bedside drainage bag
food-serving tray with dishes
forcep holders
forceps
gauze, 4 x 4s
gauze, one-, two-, and three-inch
gloves
gummed specimen labels
gurney
hand scrub brushes
hot water bottles
ice cap
ice collar
isolation gowns
isolation masks
IV pole
laundry bag
laundry hamper
models:
- body (torso)
- brain
- ear
- eye
- heart
- skeleton
- skin
- teeth

morgue pack
mouthwipes
nailbrushes
orange sticks
petroleum jelly
pillow cases
pillows
prep tray
projector, filmstrip
projector, movie, 16mm
projector, overhead
projector, slide
restraints
Resusci Anne
resusci baby
scales, hospital
sheets, full-size and draw
slings
soap
sphigmomanometer, aneroid and mercury
splints
stethoscope, student
stethoscope, teaching
stool specimen containers
stools, foot (if beds are not adjustable)
thermometers, oral and rectal
toilet tissue
tongue depressors
toothbrushes
toothpaste
transparencies, slides, and filmstrips
urinals
urine specimen containers
videocassette recorder
wash basin
washcloths
water pitchers and cups
wheelchair

Safety

The Florida State Board of Education establishes rules for the operation of public schools. **Chapter 6A-2** of the rules (*Educational Facilities: Public Schools and Community Coileges*) contains the standards for existing educational facilities with regard to such topics as electrical equipment, flammable materials, ventilation, fire safety, storage, and illumination.

S.B.E. Rule 6A-2.97: Safety devices in shops, laboratories, and other process areas contains no specific subdivisions for Health Service Occupations, but the following list should be considered in ensuring safety in clinical areas and classrooms.

broken bed rails
broken glass (dispose of promptly)
sharp objects (store in marked container)
ungrounded equipment
unsafe obstructions in halls
unsafe stretchers or wheelchairs

Other considerations are:

Heating pads should bear the approval of Underwriters' Laboratory.

In infrared lamps and light cradles, use only 25-watt bulbs and be sure to secure cradle.

Electrical equipment should be explosion-proof and tested every 30 days.

Electrical equipment should be grounded, properly maintained, and tested every 30 days.

Matches and cigarettes should be removed from patients receiving oxygen.

The call light and patients' personal articles should be within reach of the bedside stand.

Flammable chemicals should be stored properly.

Suitable extinguishers should be on the floor, and students should know where the fire alarm is located in each unit.

Suggested Course Outline

Units of instruction shoud provide competencies, with learning activities organized to help students meet program objectives. The modules recommended for consideration in designing a Health Service Occupations program are:

Module 1: Job-seeking Skills
Module 2: Health Occupations Students of America (HOSA)
Module 3: Anatomy and Physiology
Module 4: Understanding Human Behavior
Module 5: Role of Health Service Aide: Basic Occupational Skills
Module 6: Review of Standard First Aid and Safety
Module 7: Review of Cardiopulmonary Resuscitation (CPR)
Module 8: Medical Terminology (incorporated on a weekly schedule)

Any given school should develop the number of modules which will best meet the needs of the students in that school and not exceed the community resources for course-related student activities. The number and order of presentation of the modules can be varied to fit the objectives of the school, student interests, and available supportive community health-care agencies. Following are three sample module outlines and a sample description of job-shadowing in respiratory therapy.

SAMPLE MODULES

Module 2: *Health Occupations Students of America (HOSA)*

A. Objectives

On completion of this module the student will be able to:

1. Support community and school activities.
2. Develop a positive self-concept.
3. Meet appearance requirements.
4. List benefits of being a HOSA member.
5. Name the official colors of HOSA.
6. Name the chapter officers' duties.
7. Recite the HOSA motto.

B. Course Outline

1. Terms and definitions associated with HOSA
2. Benefits of membership in HOSA
3. Purposes of HOSA
4. Official HOSA dress code
5. Types of chapter activities
6. Leadership training for fall and spring state and national conferences
7. Principles of parliamentary procedure

C. Student Activities

1. Follow guidelines for participation in elections for the fall conference.
2. Prepare for spring conference, participate in competitive events of HOSA, use HOSA handbook.
3. Practice parliamentary procedure through simulations.
4. Review last year's activities. (If the club is new, contact a local or neighboring HOSA club to help get started.)
5. Make a bulletin board to show benefits of belonging to HOSA.

Module 6: *Review of Standard First Aid and Safety*

A. Objectives

On completion of this module, the student will be able to:

1. Recognize emergency codes.
2. Determine and report needed maintenance of equipment.
3. Perform push treatment procedures.
4. Maintain equipment and supply inventory.

B. Course Outline

1. Terms and definitions relating to first aid
2. Poisoning, burns, ill effects of heat and cold
3. Bandaging
4. Head injury, internal injury
5. First aid for infection, tetanus, and animal bites
6. Rescue and transfer

C. Student Activities

1. Determine priority of care in an emergency.
2. Describe treatment for poisonous insect bites.
3. Control bleeding.
4. Apply splints.
5. Apply bandages.

Module 7: *Review of Cardiopulmonary Resuscitation (CPR)*

A. Objectives

On completion of this module, the student will be able to:

1. Recognize an unconscious person.
2. Open airway and recognize airway obstruction.
3. Perform rescue breathing.
4. Perform cardiac compression.
5. Maintain self-control.
6. Recognize legal and professional limits.

B. Course Outline

1. Recognition of unconsciousness
2. Opening the airway
3. Rescue breathing
4. Airway obstructions
5. External cardiac compression

C. Student Activities

1. Perform a one-person rescue.
2. Perform a two-person rescue.
3. Perform infant resuscitation.
4. Perform the Heimlich maneuver.
5. Perform an unconscious witness rescue.

RESPIRATORY THERAPY: JOB SHADOWING

Hours: Tuesday and Thursday; one hour each day; two weeks duration

Qualifications:

A. Enrolled in Health Service Occupations at (name of school) _____.

B. In the junior or senior year

C. In good health

D. Of respectable manner and conduct

E. Able to read and understand procedures and follow instructions

Responsibilities:

A. Report to clinical supervisor and health service occupations instructor.

B. Maintain good relations and communications with all personnel.

C. Learn all functions of respiratory therapy.

D. Become familiar with jobs available in the area.

Examples of work performed:

A. Check all respirators hourly. Assist the therapist.

B. Check, clean, and process any type of respiratory equipment, including

1. cleaning croupette, compressor, time meter, ultrasonic hydrosphere
2. checking time meter for proper functioning

3. checking electric plugs
4. bagging cannulas not in use
5. pouring old humidifier water out and replacing with fresh water.

C. Check and restock supplies, including ABC lab and disposables.

D. Pick up and process all discontinued services (IPPB, O_2, croupette) as soon as possible.

Student Organization Participation

The Florida Association of Health Occupations Students of America (HOSA) is specifically designed for students enrolled in health occupations education programs. HOSA activities are included as an integral part of the curricula, and they complement and enrich instruction in each program area. HOSA stresses student participation in planning and conducting projects involving community service, career planning, social service, parliamentary procedure, public speaking, and program-related, competency-based competitive events. HOSA stresses the recognition and promotion of the worth and dignity of each member and the development of both leadership and "followership" skills. The importance of maintaining health and striving for students' increased knowledge and skills in health education is inherent in the HOSA philosophy. Participation in HOSA helps to foster integrity, enthusiasm, and devotion to a career in the health occupations. Involvement in HOSA will assist students in assuming responsibility, in working cooperatively, and in becoming more proficient in their chosen careers. The National HOSA motto is "The hands of HOSA mold the health of tomorrow." (Also see the HOSA module in the Suggested Course Outline.)

Helpful references for establishing HOSA chapters include the chapter handbook and membership handbook published by the Florida Association of Health Occupations Students of America. Filmstrips developed by the national organization may be obtained from HOSA, 6309 N. O'Conner, Suite 215, Box 117, Irving, Texas 75039-3510; (214) 506-9780. Dr. Jim Koeninger, Executive Director. Contact your regional consultant for the guidelines for national HOSA competitive events. You may also find useful the Vinzant-Indiana tapes on parliamentary procedure produced by the Indiana State Association of Parliamentaries. To receive copies, check with the Florida HOSA advisor.

STUDENT ADMISSIONS AND TEACHER STANDARDS

Student Admissions Requirements

The program is offered at the secondary, postsecondary, and general adult education levels. The minimum basic-skills grade levels required for the postsecondary program are Mathematics 6.0 and Language 7.0. The grade level corresponds to a grade-equivalent score obtained on a state basic-skills examination. Under no circumstances may students be discriminated against because of race, color, age, national origin, sex, or handicapped condition.

The program is designed for students seriously considering a health-care career, and the second and third courses of the series require teacher approval. School insurance is required for all courses; first-aid and CPR cards are optional.

Teacher Certification and Other Qualifications

Listed below are the certification coverages included in the 1989-90 *Course Code Directory for Health Services Occupations*:

NURSING ED @5	LAB TECH 7	LAB ASST 7
TEC MED @7	PH THERTEC 7 6	DENTL ASST 7
PH THERAPH @6	MED ASST 7	RESP THER @7
TEC X RAY 7	MENT HEAL 7	RESP TEC 7
PRAC NURSE 7	PARAMEDIC 7	MED REC TEC 7

INSTRUCTIONAL RESOURCES

Following are examples of material sources available for Health Service Occupations. Additional resources may be available from other sources, including professional and trade organizations. You are encouraged to seek catalogs from these sources so that you become familiar with materials available.

Professional Organizations and Support Services

American Cancer Society
2910 West Montrose Avenue
Chicago, IL 60618

American Heart Association
7320 Greenville Avenue
Dallas, TX 75231

American Lung Association of Florida
P.O. Box 8127
Jacksonville, FL 32239

American Red Cross
17th and D Streets Northwest
Washington, DC 20006

American Society of Allied Health Professions
One Dupont Circle, Suite 300
Washington, DC 20036

Association of Health Occupations Teacher Educators
2020 North 14th Street
Arlington, VA 22201

Blue Cross of Florida, Inc.
P.O. Box 1798
Jacksonville, FL 32231

Florida Hospital Association, Inc.
P.O. Box 6905
Orlando, FL 32853

Health Occupations Education Division
American Vocational Association
2020 North 14th Street
Arlington, VA 22201

Health Occupations Educators Association of Florida
Florida Vocational Association
1420 North Paul Russell Road
Tallahassee, FL 32301

March of Dimes Foundation
22 West Lake Beauty Drive, Suite 102
Orlando, FL 32903

Muscular Dystrophy Association
Regional Office
1301 Seminole Boulevard, Suite 105
Largo, FL 33540

National Association of State Administrators
of Health Occupations Education
2020 North 14th Street
Arlington, VA 22201

Teacher-Recommended Materials

PRINT

Author	Title	Publisher	Year
Badasch and Chesebro	*The Health Care Worker (and workbook)*	Prentice-Hall	1988
Brown, Galpin, Swanson, and Wantz	*Essentials of Health*		1986
Caldwell-Hegner	*Health Assistant*	Delmar	1980
Culver, V.	*Modern Bedside Nursing*	W. B. Saunders Co.	1974
Fong, Ferris, and Skelley	*Body Structure and Function*	Delmar	1984
Fruehling, R.	*Working At Human Relations*		1977
Kane, Blake, and Frye	*Understanding Health*	Random House	1982
Meeks, Mitchell, and Heit	*Health--A Wellness Approach*	Merrill	1987
Memmler and Wood	*The Human Body in Health and Disease*	Lippincott	1987

Author	Title	Publisher	Year
Milliken, M.	*Understanding Human Behavior*	Delmar	1981
Noonan, K.	*Coping With Illness*	Delmar	1981
	Oklahoma--Health Service Careers	Oklahoma Department of Vocational and Technical Education	1979
Otto, Julian, Techer, and Massif	*Modern Health*	Holt, Rinehart, & Winston	1980
Simmers, L.	*Diversified Health Occupations*	Delmar	1988
Simmers, L.	*Diversified Health Occupations Workbook*	Delmar	1983
Smith and Davis	*Medical Terminology*	John Wiley & Sons	1981
	Standard First Aid	American Red Cross	1988
Wood and Rambo	*Nursing Skills for Allied Health Services*	W. B. Saunders Co.	1977

AUDIOVISUAL

Author	Format	Source
American Red Cross First Aid Course	videotape	American Red Cross
Application of Binders and Bandages	filmstrip	Trainex Medcom
Assisting the Patient in Walking with a Walker and Cane	filmstrip	Florida Department of Education
Assisting With a Physical Examination	filmstrip	Trainex Medcom
Bacteria Invisible: Friends and Foes	filmstrip	Human Relations Media
Bed Bath	filmstrip	Trainex Medcom

Author	Format	Source
Blood Pressure	filmstrip	Trainex Medcom
The Body Human Series	VHS	Trainex Corporation
Body Systems	filmstrip	Trainex Medcom
Circulatory System	filmstrip	Focus Media
Dangling a Patient (Unit 27)	filmstrip	Florida Department of Education
Digestive System	filmstrip	Focus Media
Diseases: Causes and Effects	filmstrip	Nasco Science
The Electronic Thermometer (Unit 19)	filmstrip	Florida Department of Education
Emergency First Aid	filmstrip	Trainex Medcom
Ethics for the Nursing Assistant	filmstrip	Trainex Medcom
Every Woman's Guide to Breast Self-Examination	videotape	Apogee Communications
Every Woman's Guide to Osteoporosis	videotape	Apogee Communications
Feeding the Patient	filmstrip	Trainex Medcom
Fractional Urine Test (Unit 14)	filmstrip	Florida Department of Education
Gerontology	filmstrip	Trainex Medcom
Got a Job Interview? Learn the Skills	VHS	Pleasantville Media
Grooming and Personal Hygiene for H.S.A.	filmstrip	Florida Department of Education
The Growing Trip	filmstrip	Trainex Medcom
Handwashing (Aseptic)	filmstrip	Trainex Medcom
Handwashing Techniques (Unit 5)	filmstrip	Florida Department of Education
Health and Safety: Maintaining a Clean Environment	filmstrip	Trainex Medcom

Author	Format	Source
Health Service Aid (Parts 1 and 2)	filmstrip	Florida Department of Education
I Am Joe's . . . (covering body system)	VHS	Trainex Corporation
Intake and Output	videotape	Medcom Trainex
An Introduction to the Hospital and Its Functions	filmstrip	Trainex Medcom
Isolated Patient	filmstrip	Trainex Medcom
Legal Implications in Nursing	filmstrip	Trainex Medcom
Lifting and Moving Patients	filmstrip	Trainex Medcom
The Living Body: Accident	VHS	Films for the Humanities
The Living Body: Internal Defenses	VHS	Films for the Humanities
Local Applications of Heat and Cold	filmstrip	Trainex Medcom
Medical Asepsis	filmstrip	Trainex Medcom
Medical Terminology	filmstrip	Damon Instructional Systems
Nervous System	filmstrip	Focus Media
Occupied Bed Making	filmstrip	Trainex Medcom
Old Age	filmstrip	Media Center, EVA
Oral Hygiene (Unit 12)	filmstrip	Florida Department of Education
Oral Hygiene	filmstrip	Trainex Medcom
Orientation: Joining the Health Care Team	filmstrip	Trainex Medcom
Patient Adjustment	filmstrip	Trainex Medcom
Shower and Tub Bath	filmstrip	Trainex Medcom
Skeletal System	filmstrip	Focus Media
Special Oral Hygiene (Unit 12)	filmstrip	Florida Department of Education

Author	Format	Source
Standing Pivot Transfers: Bed to Wheelchair and Wheelchair to Bed (Unit 9)	filmstrip	Florida Department of Education
Stress: The Time Bomb Within	filmstrip	AVNA
Technicians	filmstrip	Trainex Medcom
Temperature, Pulse, and Respiration	filmstrip	Trainex Medcom
Therapists	filmstrip	Trainex Medcom
Trainex Skills (12 training films)	filmstrip	Trainex Corporation
Various films on drugs, alcohol, mental health, CPR, first aid	filmstrip	Sunburst Communications
Viruses	filmstrip/ video	Wards
Vital Signs: Blood Pressure (Unit 21)	filmstrip	Florida Department of Education
Vital Signs: Pulse and Respiration (Unit 20)	filmstrip	Florida Department of Education
Vital Signs: Temperature (Unit 19)	filmstrip	Florida Department of Education
The World of Me	filmstrip	Trainex Medcom
Your Blood	filmstrip	Focus Media
Your Body Series (1 and 2)	filmstrip	Focus Media
Your Body: The Human Organism	filmstrip	Focus Media
Your Brain	filmstrip	Focus Media
Your Endocrine System	filmstrip	Focus Media
Your Muscular System	filmstrip	Focus Media

SOFTWARE

Author	Format	Source
Anatomy Challenge	Apple	Island Software
Appleworks	Apple	Apple Computer
Award Maker	Apple	Apple Computer
The Balance in Nature	Apple	TNT
Biochemistry of Immune Systems	Apple	Educational Images
The Employability Inventory	(Apple, TRS-80, IBM	Education Associates, Inc.
Food Facts	Apple	M.E.C.C.
Genetic Engineering	Apple	Educational Images
The Heart Simulator	Apple	TNT
The Human Systems (6)	Apple	Focus Media
Kidney Function	Apple	Educational Images
Nutrition (Vols. I and II)	Apple	M.E.C.C.
Print Shop	Apple	Apple Computer
Salt and You	Apple	M.E.C.C.
Scorebook	Apple	Apple Computer
Smoking--It's Up To You	Apple	M.E.C.C.
Spelling for Careers in Medicine	Apple	Changing Times Education Service
Test Writer	Apple	Apple Computer
Thinking About Drinking	Apple IIe	Lifetime Learning Systems

FEIS Services

Florida Educational Information service
2003 Apalachee Parkway
Tallahassee, FL 32301
(904) 487-2054

If you need (1) information about copyright; (2) a list of instructors teaching health service occupations programs in Florida; (3) journal articles or project reports on specific topics; (4) curriculum and instructional materials; or (5) information on current trends, issues, and research, please contact the (FEIS), Center for Instructional Development and Services, College of Education, Florida State University, FEIS will tailor its service to meet your needs on information concerning resource materials.

Sample Forms

The clinical and on-the-job components of the Health Service Occupations program require cooperation among the school, medical facilities, students, and the students' parents or guardians. Examples of some forms that may be useful in specifying the various relationships are included in this section. For districts that have a cooperative education training program, the vocational office may also be able to provide standardized forms.

SAMPLE

Preacceptance Agreement: School, Parent, Student

This cooperative program is planned to benefit a student academically, economically, and socially. To do so, definite goals must be established and each of the involved parties--student, parent, and school--must cooperate with the other.

As a condition for acceptance into the program, we, therefore, agree to the following:

1. To enter the program, the student must be employable and must carry out on-the-job and in-class training so that credit will be reflected upon the parents, school, employer, and program.

2. If the student loses his or her job at any time for any reason, the student must be reemployed within a reasonable time. If the student quits or changes jobs without the approval of the coordinator, the student is subject to dismissal from the program.

3. The student must be regular in attendance at school and on the job. If for any reason the student is unable to attend school, he or she will not be permitted to go to work that day.

4. The student must be *on time* at work and school. If the student is continually late to work or school, disciplinary action will be taken.

5. The student must notify the *coordinator* and *employer* in advance in case of necessary absence.

6. The student must follow the school dress code while on campus and the dictates of the employer while on the job.

7. The student must be living in the household of parents or legally appointed guardians and be subject to their control and supervision. A student leaving the domicile, control, and supervision of the parents may be permitted to remain in the program **only** if he or she has prior written approval of the coordinator, parents or guardians, and the school principal.

8. The student must recognize the coordinator's authority to make all adjustments or changes in on-the-job training.

9. The student must make weekly wage and hour reports until he or she graduates or has been withdrawn from the program.

Our signatures signify that we have read the above conditions, fully understand each of them, and accept the conditions as our responsibility for compliance.

STUDENT _____ PARENT OR GUARDIAN _____

DATE _____ DATE _____

COORDINATOR _____ DATE _____

SAMPLE

Notification to Parent of Student's Acceptance

Dear Parent,

Your child has been approved to enter the advanced Health Service Occupations program at _____ this school year. The program is designed to encourage those students who are interested in a medical career by allowing each student to observe the various medical departments and practitioners at _____ and other medical offices throughout _____. I have high expectations for this program and am convinced that this experience will be invaluable to the student who is considering a medical career.

In order for the student to receive the maximum benefits from this experience, it will be necessary for you to complete and sign the attached forms. Answer only those questions that apply to your child.

I am also enclosing a copy of the evaluation sheet that we will use in the hospital. Please read over it with your _____ (son/daughter). Sign the bottom and return it with the other sheets.

A list of the student's clinical experiences follows:

Postcoronary care
Marion County Health Department
New Hope School
Pathology Laboratory, Marion Community Hospital
(list all hospital departments that the student will visit)
Doctor's office
Dentist's office
Veterinarian's office

If you have any questions, please call me at _____ after _____.

Sincerely,

SAMPLE

Clinical Training Agreement: Parent and Student

THIS AGREEMENT, made and entered into on this _____ day of _____, 19_____, by the parents or guardian of _____.

WITNESSETH:

WHEREAS, THE SCHOOL BOARD OF _____, FLORIDA, is desirous of expanding its career educational program at _____ High School by establishing a Health Service Occupations program in which students will receive in-hospital training, and,

WHEREAS, _____ Hospital is desirous of improving the quality of hospital employees and recognizes the need for career educational programs,

the parents of the above-mentioned student to hereby agree as follows:

1. Students will be subject to the rules and regulations of the hospital at all times, and any student failing to conduct her- or himself accordingly is subject to dismissal from the program by the hospital. Students failing to appear for duty will be subject to dismissal from hospital training.

2. The course will include at least 30 hours in hospital, which will include the following:

   a. observing laboratory work in each department of the laboratory,

   b. observing work in each department of the hospital,

   c. observing surgery in operation, and

   d. observing an autopsy in operation. (Autopsy observation is not required. If you object, please indicate.)

3. Students will receive instruction in the before-mentioned duties prior to assignment in the hospital.

4. The hospsital will provide a supervisor to whom students will be directly responsible. The supervisor will be mutually agreeable to both hospital administrators and school instructors.

5. Additional duties may be added; however, students will not perform functions in which they have not received instruction. Additional duties may be assigned only after the approval of the hospital and the school.

6. Transportation both to and from the hospital will not be provided by either the hospital or the school board and will be the student's responsibility.

7. Students will wear uniforms that conform to the following hospital regulations.

   a. Women will wear a white uniform (pants suit or a dress) and low-heeled dress shoes. A lab coat is required. No heavy makeup is allowed.

   b. Men will wear dark dress trousers, a dress shirt, tie, white lab coat, and conservative shoes (not athletic shoes). Hair must be off the collar.

8. A physical examination *may* be required before beginning the clinical phase and will be the responsibility of the parent and student.

9. During the classroom phase, the student will participate in the following activities:

   a. studying the anatomy and function of the human body,

   b. visiting hospitals and other health agencies,

   c. viewing an emergency childbirth film in the first-aid class, and

   d. performing and receiving finger sticks.

10. This agreement does not entitle your child to the clinical phase of this program. Only those students who demonstrate maturity will be assigned to the hospital.

I have read the above and agree to follow the terms of the clinical Health Service Occupations programs.

PARENT OR GUARDIAN	STUDENT OR LEARNER
DATE	DATE
NOTARY	SEAL

SAMPLE

Clinical Training Agreement:
School and Hospital

THIS AGREEMENT, made and entered into on this _____ day of _____, 19_____, by and between THE SCHOOL BOARD OF _____ COUNTY, FLORIDA, and _____ HOSPITAL, _____, Florida.

WITNESSETH:

WHEREAS, THE SCHOOL BOARD OF _____ COUNTY, FLORIDA, is desirous of expanding its career educational program at _____ High School by establishing a Health Service Occupations program in which students will receive in-hospital training, and

WHEREAS, _____ HOSPITAL is desirous of improving the quality of hospital employees and recognizes the need for a career educational program,

NOW, THEREFORE, in consideration of mutual covenants hereinafter set forth, THE SCHOOL BOARD OF _____ COUNTY, FLORIDA, and _____ HOSPITAL do hereby agree as follows:

1. Students will be subject to the rules and regulations of the hospital at all times, and any student failing to conduct her- or himself accordingly is subject to dismissal from the program by the hospital.

2. The course will include at least 180 hours in-hospital, which will include instruction and practice in the following:

   a. passing fresh water to the patients as allowed and needed,

   b. keeping the patient tidy,

   c. performing errands for hospital personnel or for patients under instruction from the proper authority,

   d. assisting in the transportation or ambulation of patients,

   e. providing morning care for patients,

   f. making beds,

   g. assisting patients who require help in eating,

h. assisting hospital personnel with helpless patients (toileting at bedside or walking to the bathroom), and

i. expanding observation or assisting in other areas.

3. Students will be at least 16 years of age. Before assignment to the hospital they will receive instruction in the aforementioned duties and visit the hospital.

4. The hospital will provide a supervisor to whom the students will be directly responsible. The supervisor will be mutually agreeable to both hospital administrators and school instructors. The school board will provide qualified personnel to be present at all times.

5. Additional duties may be added; however, students will not perform functions for which they have not received instruction. Additional duties may be assigned only after approval of the hospital and the school.

6. Each student will receive a physical examination as required by the hospital before beginning course work at the hospital. The examination is to be provided by _____.

7. Transportation both to and from the hospital will not be provided by either the hospital or the school board and will be the student's responsibility.

8. If any of the provisions of this agreement are in conflict with any applicable statute, rule, or law, then such provision shall be deemed inoperative to the extent of the conflict and will be modified to conform with such statute, rule, or law.

_____	_____
AUTHORIZING OFFICIAL, HOSPITAL	AUTHORIZING OFFICIAL, SCHOOL BOARD
_____	_____
DATE	DATE
_____	_____
NOTARY	SEAL

SAMPLE

Job-Shadowing Authorization and Transportation Approval: Parent

Student Name _____ Phone _____

Home Address _____

_____

The above-named Health Service Occupations student is authorized by his or her parents or legal guardians to participate in a job-shadowing program that will take place every Tuesday and Thursday at _____ Hospital throughout this school year (19_____ - _____).

The above student may attend as a _____ (passenger/driver).

Student Automobile:

Make _____ Year _____

Owner's Name _____

Insurance Company _____

Address _____

_____

AUTHORIZED SIGNATURES:

_____
PARENT OR GUARDIAN

_____
DRIVER OF VEHICLE

_____ has my permission to attend this activity. I understand that the school is not responsible in case of accident if transportation is by private vehicle.

_____
PARENT OR GUARDIAN

_____
DATE

SAMPLE

Liability Form

The officials of _____ Hospital have requested that certain provisions be made for the safety of students who will be observing and doing work there.

A. I agree to pay _____ for liability insurance to an independent insurance company. The policy insures my child against whatever mistakes he or she may make while working in the health facility. A check for _____ is attached and made out to _____ High School to be given to the independent insurance company.

B. My child is fully covered for any injury to him or her that may occur at home, at school, in travel to and from the health facility, or at the site of observation or work through one of the following plans (please check appropriate blank):

_____ 1. 24-hour school insurance

_____ 2. a family health plan

I have read the above and checked the proper blocks. I take full responsibility for my child's welfare and behavior at school, while traveling to and from the facility, and at the site of work or observation. I hereby release the school, teacher, and health facility of any responsibility for injury which may occur in connection with the above activities.

_____ _____

PARENT OR GUARDIAN DATE

_____ _____

NOTARY SEAL

SAMPLE

Emergency Medical Treatment Release Form

In the case of an emergency, my (son/daughter), _____, may receive treatment by authorized personnel under the supervision of his or her instructor.

_____ _____

PARENT OR GUARDIAN DATE

_____

HEALTH INSURANCE COMPANY

_____

POLICY NUMBER

SAMPLE

Cooperative Education Training Agreement: Parent and Student

The Health Service Occupations program is designed to provide a student with a minimum of 15 hours per week of supervised employment in addition to related classroom instruction. Students are required to meet definite requirements and accept certain responsibilities. Students must:

1. notify the teacher-coordinator and the employer by 10:00 a.m. on any day when it is impossible to work because of illness;
2. secure the teacher-coordinator's and employer's permission to work any day when absent from the morning session of school;
3. maintain all required class records related to employment;
4. perform all duties in a manner that reflects credit on her- or himself, the teacher-coordinator, the employer, and the school;
5. live up to all rules and regulations of the employer;
6. keep matters of business in strict confidence;
7. not sever connections with the employer without consent of the teacher-coordinator and then only after the coordinator has made the necessary arrangement with the employer;
8. discuss controversial job problems with the teacher-coordinator prior to any discussions with the employer;
9. be honest at all times;
10. work at the scheduled time and through the scheduled period unless special arrangements have been made with the employer and coordinator;
11. inform the employer and the coordinator if unable to come to work;
12. do an honest day's work in return for the wage paid; not be satisfied to perform the job just well enough to get by; instead, strive to do the best job possible;
13. schedule recreation at a time that does not interfere with work;
14. not waste time visiting with friends or others while working;
15. immediately ask for another task when the work assigned is satisfactorily finished and, if not able to contact a superior, to industriously seek out a task that needs to be done and that is within the student's capabilities;

16. conduct him- or herself in a business-like manner and present as neat an appearance as possible, regardless of the type of job;

17. not perform tasks unrelated to the job, such as homework, without explicit permission from the employer; and

18. put work first when on the job; if the job seems to jeopardize studies, family life, physical health, or moral well-being, consult parents, coordinator, and employer before resigning.

I realize that to fail on my job reflects not only on me, but on all others placed in jobs while still attending school. I know it will reflect on all students for years to come who hope to secure training. I therefore agree to uphold this training agreement in order to maintain the reputation of my school and myself.

_____ _____

STUDENT DATE

_____ _____

PARENT OR GUARDIAN DATE

SAMPLE

Cooperative Education Training Agreement:
Student, Parent, School, Employer

The major purpose of this program is to provide valuable vocational education for the student in the occupational field of his or her choice. This agreement is to show the responsibilities of the trainee, parent, school, and employer.

All persons concerned jointly agree to the following conditions:

1. The trainee enters this program to learn all that the employer can provide concerning the information, skills, and attitudes needed for a particular occupation or career.

2. The trainee must maintain regular attendance at school and on the job and cannot work on any school day that he or she fails to attend school. Exceptions are permissible only with the mutual consent of the employer and coordinator.

3. A student who is dropped from the school rolls will be terminated from the on-the-job training lab.

4. A student will be dropped from the program, resulting in a loss of school credits, if he or she leaves employment without the consent of the coordinator.

5. Pay and hours are to be determined by the employer. Legal minimum wage must be paid. Since on-the-job training experience is part of the school program, the school reserves the right to approve the working hours.

6. The employer expects the trainee to be honest, punctual, cooperative, courteous, and willing to learn. The employer may discharge the trainee for just cause; however, the coordinator requests consultation with the employer before final termination.

7. The employer is asked to inform regular employees of their important role in assisting with the student's training.

8. The employer agrees to keep the trainee on the job for at least the minimum number of hours specified in the agreement. In general, trainees should average no less than 15 hours and no more than 33 hours per week, including Saturdays and Sundays, when school is in session. This average is spread over the full school year.

9. The trainee must be 16 on entry into the program. All local, state, and federal regulations regarding the employment of youth under the age of 18 apply to cooperative-training students.

10. The school provides a teacher-coordinator to supervise the student on the job and to provide related instruction in the occupation named above. The coordinator will make periodic visits to observe the trainee and consult with the employer and trainee. The employer and coordinator will jointly evaluate the

trainee's job performance. School credit is granted for successful job performance as well as related classroom performance.

11. The training agency will direct the student's observation of and participation in the occupational experience.

12. Names and positions of fully trained persons in the firm who will be the on-the-job insructors for this occupation are _____

_____

_____

13. For hazardous occupations only:

    a. The work of the student trainee in occupations declared hazardous shall be incidental to the training, shall be intermittent and for short periods of time, and shall be under the direct and close supervision of a qualified and experienced person.

    b. Safety instruction shall be given by the school and correlated by the employer with on-the-job training.

This plan has been reviewed and recommended by the Local Advisory Committee.

_____

_____ _____
STUDENT DATE

_____ _____
TRAINING SPONSOR DATE

_____ _____
PARENT OR GUARDIAN DATE

_____ _____
NAME OF COMPANY DATE

_____ _____
TEACHER-COORDINATOR DATE

SAMPLE

Cooperative Education Training:
Employer's Responsibilities

I agree to employ _____ in the capacity of _____. This student will work _____ hours a day, between the hours of _____ a.m./p.m. and _____ a.m./p.m., _____ days a week.

Realizing that this student is depending upon me to provide job training for immediate and long-range goals in life, I agree to furnish adequate supervision and the necessary instruction to develop the skills outlined below. I also agree to provide the coordinator with a monthly progress report and verification of the hours worked and recorded by the student. I further agree to follow the intent and guidelines of the cooperative education program as presented to me by the coordinator. This includes compliance with state and federal child labor laws and other pertinent legislation in force or that may be enacted from time to time. Also I will notify the coordinator as soon as possible when a student's performance subjects him or her to dismissal or consideration for dismissal.

The following job skills and experiences are necessary for the student to succeed in his or her employment and to advance with this firm:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

_____
TRAINING AGENCY

_____
ADDRESS

_____ _____
SUPERVISOR (signature) DATE

EMPLOYER'S REPORT

Date: _____ to Date: _____ Name of student: _____ Employer: _____ Date report is due: _____

TO THE EMPLOYER: It will be of great help to the school in planning further training for this young worker if you will complete and mail this report before the next marking period. Read it carefully. On each line place one check mark over the phrase which describes this worker most accurately. If you think the individual is about halfway between two descriptions, make your mark about halfway between them on that line. Any additional comments you wish to make will be helpful.

_____, Coordinator _____ High School

1. Ability to follow instructions	Seems unable to follow instructions	Needs repeated detailed instructions	Follows most instructions with little difficulty	Follows instructions with no difficulty	Uses initiative in interpreting and following instructions
2. Ability to get along with people	Frequently rude and unfriendly—uncooperative	Sometimes lacks poise and understanding—seems indifferent	Usually gets along well with people	Usually poised, courteous, tactful in working with people	Unusually tactful and understanding in dealing with all types of people
3. Attitude toward appearance of work station	Maintains careless, slovenly work station	Allows work station to become disorganized	Follows good housekeeping rules	Takes pride in appearance and arrangement of work station	Keeps work station outstandingly neat and efficiently organized
4. Cooperation	Uncooperative, antagonistic—hard to get along with	Cooperates reluctantly	Cooperates willingly when asked	Usually cooperates eagerly and cheerfully	Always cooperates eagerly and cheerfully without being asked
5. Industry	Always attempts to avoid work	Sometimes attempts to avoid work	Does assigned job willingly	Does more than assigned job willingly if given directions	Shows originality and resourcefulness in going beyond assigned job without continual direction
6. Quality of Work	Does almost no acceptable work	Does less than required amount of satisfactory work	Does normal amount of acceptable work	Does more than required amount of neat, accurate work	Shows special aptitude for doing neat, accurate work beyond the required amount
7. Dependability	Unreliable, even under careful supervision	Sometimes fails in obligations even under careful supervision	Meets obligations under careful supervision	Meets obligations with very little supervision	Meets all obligations unfailingly without supervision
8. Appearance	Slovenly and inappropriately groomed—disagreeable personality	Sometimes neglectful of appearance—ineffective personality	Satisfactory appearance and personality	Neat and appropriately groomed—pleasing personality	Exceptionally neat and appropriately groomed—outstanding personality
PROGRESS	Fails to do an adequate job	Lets down on the job somewhat	Maintains a constant level of performance	Shows considerable progress	Shows outstanding progress
OVERALL ESTIMATE OF STUDENT'S WORK	Poor	Below average	Average	Above average	Outstanding

COMMENTS: _____

Days absent _____ Days tardy _____

_____
Signature of rater

SAMPLE

SAMPLE

BIWEEKLY REPORT

Trainee _____ Home Room _____

Firm Name _____ Business Phone _____

What new learning activities have you experienced on the job?

_____

_____

_____

_____

_____

Related assignments in classroom: Indicate subject studied, topic considered, and how they are related to the job.

_____

_____

_____

_____

_____

_____

_____

Weekly Time and Earning Summary

Date	Start Work	Stop Work	Time Worked	
			Hours	Minutes
		Total		

Time Worked __ x Hourly Rate ___ = Weekly Earnings ___

Weekly Time and Earning Summary

Date	Start Work	Stop Work	Time Worked	
			Hours	Minutes
		Total		

Time Worked __ x Hourly Rate ___ = Weekly Earnings ___

SAMPLE

_____ Schools

_____
Coordinator's Initials

WEEKLY REPORT

Student-Trainee _____ Career Goal _____

Training Station _____ Job Title _____

Training Sponsor _____ Position _____

Week Beginning _____ to _____ Rate of Pay _____

WEEKLY TIME AND EARNING SUMMARY

	TIME IN	TIME OUT	HOURS WORKED	MAJOR DUTIES PERFORMED
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Total Hours Worked _____ x Hourly Wage _____ = Weekly Wage $ _____

Signatures: _____ _____
Student-Trainee Training Sponsor

COMMENTS: (Training sponsor and student may comment about problems, individual instruction needs, and questions related to training plan.)

RATING SHEET

Indicate degree in which trainee meets factors by marking X in space provided.

FACTORS	VERY GOOD	GOOD	AVERAGE	POOR
Quantity of work	Usually high quantity	Above standard quantity	Standard quantity	Below standard quantity
Quality of work	Thorough and exact in all respects	Errors negligible; neat, thorough	Produces standard quality	Performs only limited portion of job satisfactorily
Initiative and follow-through	Regularly finds what needs to be done and does it	Often shows initiative in planning and completing work	Seldom needs help or follow-up to complete routine work	Needs constant follow-up
Cooperation	Continually promotes goodwill, cooperates fully	Cooperates effectively, definitely pleasant to deal with	Cooperates willingly when asked	Cooperates reluctantly
Attitude	Takes a keen interest in work, takes initiative to learn	Shows interest in work and has a desire to learn	Seems to enjoy work but is willing to be idle	Seems to resent work, has no desire to learn
Dependability	Very industrious, tardiness and absence unusual	Meets obligations with very little supervision	Tends to business, normal dependability, always reports	Is chronically tardy, absent or otherwise unavailable for work
Personality	Makes a favorable impression on all contacts	Practices courtesy in dealing with others, always cheerful	Polite and friendly when approached by others	Makes a poor impression on others, is inconsiderate
Ability to get along with people	Unusually tactful and understanding when dealing with people	Usually poised, courteous, and tactful with people	Usually gets along well with people	Sometimes lacks poise and understanding, seems indifferent
Attitude toward appearance of work station	Keeps work station outstandingly neat and organized	Takes pride in appearance and arrangement of work station	Follows good housekeeping rules	Allows work station to become disorganized
Personal appearance	Always presents an appropriate, well-groomed appearance	Usually is very careful of appearance	Has acceptable appearance, could make some improvements	Often neglects to take care of personal appearance

Previous grades earned by the trainee: First quarter _____ Second quarter _____ Third quarter _____

Please circle the grade you believe the student deserves this quarter. A B C D

SAMPLE

APPENDIX

Sample Student Learning Guide
for
Health Service Occupations

STUDENT LEARNING GUIDE

As mentioned in the Instructional Approach of the *Florida Vocational Education Program Implementation Guide,* competency-based vocational instruction (CBVI) is the most appropriate instructional approach to teaching students to become competent workers. In order to implement CBVI effectively and efficiently, you and the students should have access to competency-based instructional materials, such as student guides or modules.

The following components are often included in a student learning guide:

The **introduction,** which includes the intended outcome, the SPS for which the guide is developed, and an introduction to the guide stating why this topic is important to study and what this guide is about (other information, such as the relationship between this guide and other guides, can be included on this sheet also).

The **objectives,** which include both knowledge and performance objectives if the SPS calls for hands-on performance, but only knowledge objectives if the SPS requires knowledge-oriented competencies.

The **resources,** which include instructional materials the student should use to study and tools and supplies students should have access to in order to complete this guide.

The **learning activities,** which include a list of steps students should take in order to master the objectives.

The **self-check,** which consists of questions designed to help students review what they have studied.

The **activity sheet,** which is designed to help students practice hands-on tasks for performance objectives. (If the SPS does not require hands-on activity, this sheet is not included in the learning guide.)

The **written test,** which is to measure the student's achievement on the knowledge objectives.

The **performance test,** which is designed to be used by the evaluator/instructor to assess the student's level of achievement on the performance objectives.

The student learning guide may consist of two or more sets of the above components if the objectives need to be divided into two or more groups. Whatever format you use for the student learning guide, these components should be included in order to incorporate instructional events such as:

1. gaining attention
2. stating objectives
3. recalling prerequisites
4. providing instructional stimulus
5. providing learning guidance
6. eliciting performance

7. providing feedback
8. assessing performance
9. enhancing retention and transfer

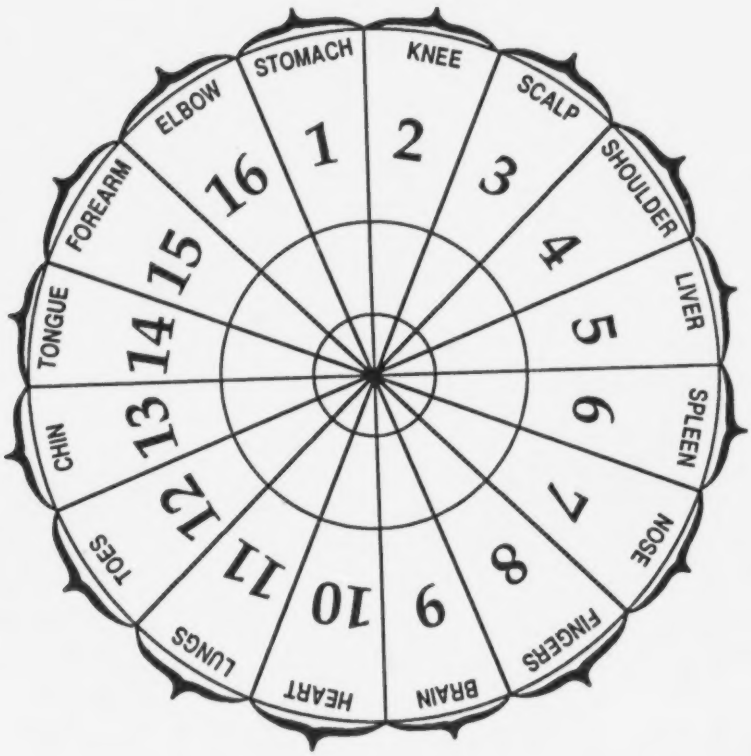
CIRCULATORY SYSTEM--LAP N

"Round and Round It Goes--Where It Stops, Nobody Knows"

"WHERE IT'S AT"

How does the food you eat get to your broken toe to help heal the tissue?
How does the air you breathe get to your brain cells to keep it functioning at its unlimited best at all times?
What is your pulse?
Why are people concerned about their blood pressures?
Why do your neck glands swell when you have a sore throat?

Hang in there, one and all. You are about to become enlightened in all these areas and many more.



"THIS YOU GOTTA KNOW!"

Objectives

1. Locate, name, and identify the chambers, valves, and blood vessels of the heart and describe how the heart functions.
2. Trace the blood in simple terms through general and pulmonary circulation. Describe the changes that occur in the blood.
3. Spell, define, and pronounce the terms included in this LAP.
4. Identify signs and symptoms of common circulatory systems conditions.
5. Explain the function of the lymphatic system.
6. List the basic elements of the blood and the function each element performs.

SELF TEST--CIRCULATORY SYSTEM

Objective

Fill in the blank with the correct word:

1 1. The human heart has _____ chambers.

6 2. _____ blood cells carry oxygen from the lungs to the other tissues of the body.

3 3. When a person has high B/P, this is called _____ and is a contributing factor in strokes.

1, 2 4. The valve between the right atrium and ventricle is called the _____ valve.

1, 2 5. The largest artery in the body is the _____.

True or False

5 _____ 1. The lymph flows only in one direction toward the heart.

2, 6 _____ 2. The blood that leaves the heart via the aorta is said to be deoxygenated blood.

3 _____ 3. When a person loses large amounts of blood, this is known as hemorrhage.

4 _____ 4. Hemophilia is not a heriditary blood disease.

4 _____ 5. Leukemia is rare and can be cured if treated properly.

Match the following:

3, 4, 6

1. _____ Leukemia
2. _____ White blood cells
3. _____ Anemia
4. _____ Red blood cells
5. _____ Plasma

a. decrease in the number of red blood cells
b. carry oxygen
c. fluid portion of the blood
d. increase in the number of white blood cells
e. cells that fight bacteria

Objective LEARNING ACTIVITIES

3 A. Terms as related to this LAP

Define	Resource Meaning	In Words You Understand
1. Adenitis		
2. Artery		
3. Arrhythmia		
4. Blood pressure		
5. Bradycardia		
6. Capillary		
7. Complete Blood Count		

Objective

3

Define	Resource Meaning	In Words You Understand
8. Embolism		
9. Epistaxis		
10. Hemorrhage		
11. Lymphangitis		
12. Murmurs		
13. Pacemaker		
14. Phlebitis		

Objective

3

Define	Resource Meaning	In Words You Understand
15. Prothrombin time		
16. Rh factor		
17. Tachycardia		
18. Thrombosis		
19. Vein		
20. Valve		

Objective LEARNING ACTIVITIES

4 B. Assignment. Complete the following chart on circulatory system conditions.

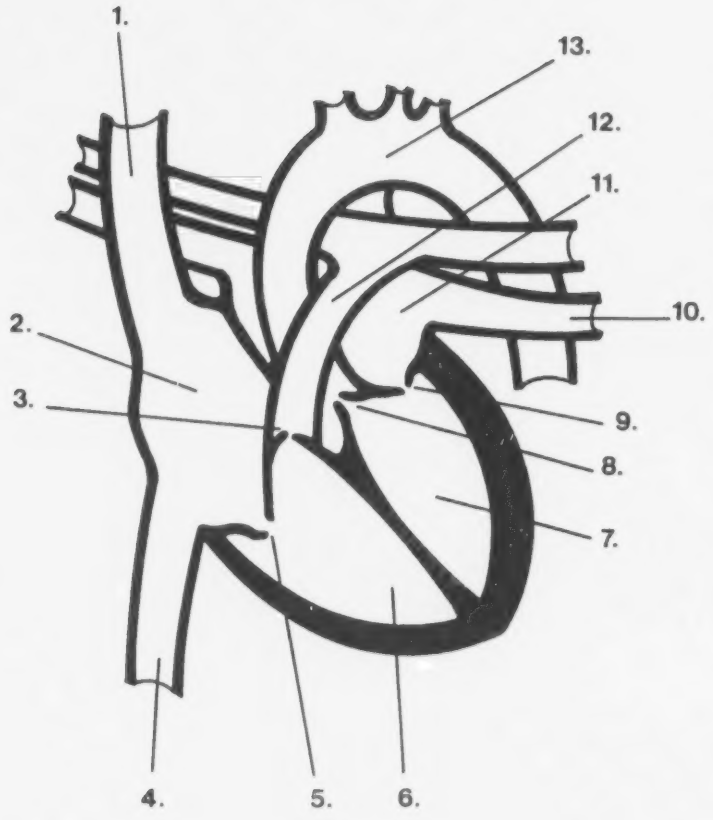
Condition	Definition	Signs and Symptoms
1. Anemia		
2. Angina Pectoris		
3. Arteriosclerosis (A.S.H.D.)		
4. Cerebral Vascular Accident (CVA) (stroke)		
5. Congenital Heart Disease		
6. Congestive Heart Failure (C.H.F.)		
7. Hypertension		

Condition	Definition	Signs and Symptoms
8. Leukemia		
9. Migraines		
10. Myocardial Infarction (MI)		
11. Rheumatic Fever (Rheumatic Heart Disease)		
12. Varicose Veins		

Objective

1

2. Label the chambers, valves, and blood vessels of the heart and state the function of each.



Now fill in the chart on the next two pages using the labels you have given the illustration on this page.

Name	Function
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Name	Function
9.	
10.	
11.	
12.	
13.	

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

DVACE/07/90/300 12345789/90 HO 198 BK 90

CAREER MERIT ACHIEVEMENT PLAN (CAREER MAP)

HEALTH SERVICE OCCUPATIONS

(0317.069901)

STUDENT'S NAME

State of Florida

An affirmative action/equal opportunity employer

DEPARTMENT OF EDUCATION
Betty Castor, Commissioner

DIVISION OF VOCATIONAL, ADULT, AND COMMUNITY EDUCATION
Robert S. Howell, Director

INDUSTRY-BASED PARTNERSHIP PROGRAMS: The State of Florida is committed to the development of industry-based partnership programs, designed by education and industry to respond to industry's demand for a highly skilled work force.

PRODUCED BY

The Center for Instructional Development and Services
College of Education
Florida State University

FOR FURTHER INFORMATION, CONTACT

Bureau of Vocational Program and Staff Development
Division of Vocational, Adult, and Community Education
Department of Education
Florida Education Center
Tallahassee, FL 32399
(904) 488-0484

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THIS MERIT ACHIEVEMENT PLAN RECORDS THE ACHIEVEMENTS OF:

Student's Name _____

Student's ID Number _____

Student's Address _____

_____

Instructor's Name _____ **Initials** _____

School _____

_____

Date Started _____

PRIMARY JOB TITLES FOR THIS INSTRUCTIONAL PROGRAM

- Health Service Aides (DOT #355.***.***)

RELATED JOB TITLES

- Physical Therapy Aide (DOT #355.354-010)
- Orderly (DOT #355.674-018)

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***This MAP contains shortened standards. The full text of every standard in this program can be found in the Appendix.**

OVERVIEW

This Career MAP includes the competencies required for entry into the work force as a health service aide. Business and industry representatives have recommended that students in this field master these competencies in order to become employable. Local education agencies (LEAs) may adapt these competencies to meet their work-force needs.

Purposes of the MAP

The purposes of the MAP are to display the student performance standards (SPSs) required by the LEA and to document the level of achievement on SPSs that the student demonstrates. This MAP contains some shortened standards. The full text of every standard can be found in the Appendix.

How to Use the MAP

Administrator and Instructor. The administrator and instructor can use Career MAPs in curriculum planning, program updating and improvement, and teacher recruitment, selection, and updating. If the LEA changes or adds SPSs, the revised or additional SPSs should be included in the blank boxes that appear within each intended outcome or at the end of this MAP.

Instructor. The instructor can use Career MAPs to keep track of student progress on SPSs. By periodically reviewing the ratings on standards, the instructor can identify a student's strengths and weaknesses and on that basis identify the skills for which the student needs remedial instruction or advanced training. MAPs can also be useful in student counseling and evaluation.

Co-op Instructor/Employer. The employer who sponsors a co-op program should use the Career MAP for keeping a record of the student's performance on appropriate standards. The MAPs will also help the co-op instructor/employer in counseling and evaluating the student.

Student. The student may use the MAP to show potential employers the performance standards he or she has mastered. In order to present a complete record, the student should encourage the co-op instructor/employer to rate his or her level of achievement on all the appropriate SPSs and to fill in the verification form and the cooperative work experience page in the back of this MAP.

Employer. The MAP shows an employer the SPSs mastered by the student (a prospective employee) and the proficiency level achieved on each SPS. This information can help the employer make decisions about hiring, job assignments, and job-training needs.

Rating Student Performance

Performance Competencies. Ratings on SPSs should be based upon business/industrial performance standards. The evaluator observes and evaluates student performance as he or she would in the role of the employer or supervisor.

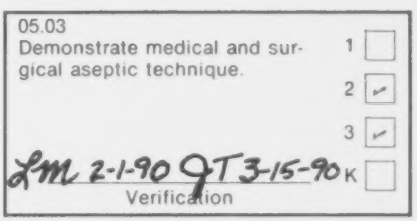
For each skill listed, the learner receives a rating of 1, 2, or 3. Each rating indicates a particular level of achievement:

1 = Learner demonstrates knowledge and understanding of this SPS, but is not yet able to apply that knowledge or understanding.

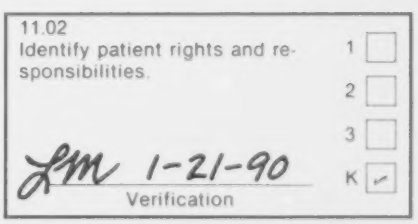
2 = Learner performs this SPS satisfactorily with only periodic supervision.

3 = Learner performs this SPS satisfactorily without supervision.

Whenever a performance standard is demonstrated, the instructor checks the appropriate rating box (1, 2, or 3) and initials and dates the verification line. If the student later demonstrates a higher level of achievement on a performance competency, the instructor checks the higher level and then enters his or her initials and the new date on the verification line, as shown in the following example:



Knowledge Competencies. For each SPS that is a knowledge competency only, with no manipulative skill involved, only one level of achievement is possible. If the student masters the competency, he or she receives a check in the bottom box ("K"), as shown below:



NOTE: An SPS without a checked rating indicates that the learner has not mastered the standard from lack of ability, time, opportunity, or need (the student's area of specialization may not have required it).

01.0 DEMONSTRATE APPLICATION OF KNOWLEDGE OF BASIC MATH AND MEASUREMENT SKILLS.

01.01 Draw, read, analyze, and report on graphs, charts, and tables. 1 2 3 K Verification	01.02 Measure time, temperature, distance, capacity, and mass/weight. 1 2 3 K Verification	01.03 Make and use measurements in both traditional and metric units. 1 2 3 K Verification
01.04 Make estimates and approximations and judge the reasonableness of the result. 1 2 3 K Verification	01.05 Convert from regular time to 24-hour clock time. 1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

02.0 DEMONSTRATE BASIC COMPETENCIES IN SCIENCE.

02.01 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solutions of such questions. 1 2 3 K Verification	02.02 Organize and communicate the results obtained by observation and experimentation. 1 2 3 K Verification	02.03 Demonstrate ability to evaluate and draw conclusions. 1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

03.0 DEMONSTRATE ACCEPTED COMMUNICATION SKILLS IN BOTH CLINICAL AND CLASSROOM ACTIVITIES.

03.01 Recognize and utilize various forms of communication. 1 2 3 K Verification	03.02 Recognize barriers to communication. 1 2 3 K Verification	03.03 Use appropriate medical terminology and abbreviations. 1 2 3 K Verification
03.04 Define unfamiliar medical terms by use of structural analysis, decoding, contextual clues, or a medical dictionary. 1 2 3 K Verification	03.05 Distinguish factual reports from personal opinions. 1 2 3 K Verification	03.06 Demonstrate ability to report observations, in written or oral form. 1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

04.0 DEMONSTRATE EMPLOYABILITY SKILLS.

04.01 Identify resources for employment in a health-care field. 1 2 3 K Verification	04.02 Secure information about employment. 1 2 3 K Verification	04.03 Identify documents that may be required when applying for employment. 1 2 3 K Verification
04.04 Complete an employment application form correctly. 1 2 3 K Verification	04.05 Demonstrate competence in employment interview techniques. 1 2 3 K Verification	04.06 Identify and demonstrate appropriate responses to criticism from employers, supervisors, or other persons. 1 2 3 K Verification
04.07 Identify acceptable work behaviors. 1 2 3 K Verification	04.08 Describe methods used to make job changes appropriately. 1 2 3 K Verification	04.09 Identify laws relating to employment. 1 2 3 K Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

05.0 IDENTIFY ANATOMIC STRUCTURE AND FUNCTION OF BODY SYSTEMS IN RELATION TO THE EFFECT OF DISEASES AND SERVICES PERFORMED BY HEALTH-CARE WORKERS.

*See Appendix.

05.01 Identify anatomic structure and function of body systems. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.02 Identify factors relating to transmission of disease. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.03 Demonstrate medical and surgical aseptic technique. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
05.04 Identify cells and tissue microscopically and macroscopically. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.05 Perform skills related to the integumentary system. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.06 Identify health careers related to the integumentary system. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
05.07 Identify diseases related to the integumentary system. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.08 Identify health factors that affect optimal function of the integumentary system. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.09 Identify diseases related to the muscular/skeletal systems. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
05.10 Perform skills related to the muscular/skeletal systems. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.11 Identify health factors that affect optimal function of the muscular/skeletal systems. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.12 Identify careers related to the muscular/skeletal systems. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
05.13 Use proper body mechanics to prevent injury to the patient and one's self. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.14 Assist with therapeutic exercises so as to prevent injury to, and facilitate rehabilitation of, the muscular/skeletal systems. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.15 Perform skills related to respiratory care. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
05.16 Identify diseases related to the respiratory system. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.17* Identify factors that affect optimal function of the respiratory system, . . . and the spread of communicable diseases. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.18 Identify health careers related to the respiratory system. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

05.19
Identify diseases related to the nervous system and sensory organs.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.20
Perform skills related to the nervous system and sensory organs.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.21*
Identify health factors that affect optimal functions of the nervous system and sensory organs, such as . . . noise pollution.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.22
Identify health careers related to the nervous system and sensory organs.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.23
Identify diseases related to the urinary system.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.24
Perform skills related to the urinary system.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.25
Identify health factors that affect optimal function of the urinary system, such as adequate fluid intake and bladder control.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.26
Identify health careers related to the urinary system.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.27
Identify conditions and diseases related to the reproductive system.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.28
Perform skills related to the reproductive system.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.29
Identify health factors that affect optimal function of the reproductive system, such as immune-deficiency diseases.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.30
Identify health careers related to the reproductive system.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.31
Identify diseases related to the digestive system.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.32
Perform skills related to the digestive system.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.33
Identify health factors that affect optimal function of the digestive system, such as dietary and nutritional factors.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.34
Identify health careers related to the digestive system, including dental and dietetic occupations.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.35
Identify diseases related to the circulatory system.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.36
Perform skills related to the circulatory system.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.37
Identify health factors that affect optimal function of the circulatory system, such as cardiovascular exercise, weight control, and stress management.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.38
Identify health careers related to the circulatory system.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.39
Identify conditions and diseases related to the endocrine system.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.40
Perform skills related to the endocrine system.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.41
Identify health factors that will affect optimal functioning of the endocrine system.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.42
Identify health careers related to the endocrine system.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

06.0 SUCCESSFULLY COMPLETE CLINICAL LEARNING EXPERIENCES BY DEMONSTRATING COMPETENCY OF SELECTED OCCUPATIONAL SKILLS REPRESENTATIVE OF MAJOR AREAS OF HEALTH CARE.

06.01 Perform skills appropriate to each body system. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	06.02 Complete clinical rotations representing selected health career clusters using skills learned in outcome 01.0. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	06.03 Demonstrate interpersonal relationships, self-discipline, and dependability. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
06.04 Perform skills in first aid and CPR. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

07.0 IDENTIFY AT LEAST ONE HEALTH CAREER THAT MEETS PERSONAL GOALS.

*See Appendix.

07.01 Examine the requirements of workers in the major health career clusters. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	07.02 Compare personal qualities and aptitudes with requirements of selected careers. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	07.03* Investigate other health careers not directly related to body systems, such as . . . public relations, environmental services, and other support services. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
07.04 Decide which health career, if any, meets his/her personal career goals. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

08.0 SELECT HEALTH-CARE SERVICES IN KEEPING WITH ACCEPTED CONSUMER PRACTICES.

08.01 Demonstrate ability to investigate and select qualified health-care practitioners and providers. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.02 Identify and compare components of available health insurance plans. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.03 Demonstrate knowledge of therapeutic uses and misuses of over-the-counter drugs. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
08.04 Identify and recognize services of available community agencies. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

09.0 RECOGNIZE AND PRACTICE ACCEPTABLE BEHAVIOR IN CLINICAL SETTINGS.

09.01 Describe the concept of positive self-concepts. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.02 Identify basic human needs according to Maslow's theory. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.03 Describe and demonstrate appropriate behavior. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
09.04 Recognize multicultural behavior differences. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

10.0 PRACTICE ACCEPTED PRINCIPLES OF SAFETY IN CLINICAL SETTINGS.

10.01 Demonstrate safe use, care, and maintenance of equipment and materials. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	10.02 Practice safe transport and transfer of patients. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	10.03 Properly identify patients. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
10.04 Follow approved clinical procedures for labeling. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	10.05 Use good observational skills and report appropriately. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	10.06 Recognize and report signs of abuse and neglect. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
10.07 Follow emergency procedures as outlined by instruction. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	10.08 Identify and perform skills related to "Universal Precautions." 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

11.0 DEMONSTRATE KNOWLEDGE OF ETHICAL BEHAVIOR AND LEGAL ASPECTS OF HEALTH CARE IN CLINICAL SETTINGS.

11.01 Recognize lines of authority and responsibility of health-care workers. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	11.02 Identify patient rights and responsibilities. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	11.03 Identify legal ramifications of actions/inactions. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

11.04 Describe current laws affecting health care. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

12.0 IDENTIFY THE CHARACTERISTICS AND COMPONENTS OF THE HEALTH-CARE DELIVERY SYSTEMS, USING ACCEPTABLE TERMINOLOGY.

12.01 Identify the basic components of the health-care delivery system. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	12.02 Describe the types of health care and identify the major types of health-care facilities. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	12.03 Identify health-care planning agencies and services available at local, state, national, and international levels. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
12.04 Identify the major events that transformed health care. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	12.05 Identify current developments that will affect health care. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

13.0 DEMONSTRATE KNOWLEDGE OF IMMUNE-DEFICIENCY DISEASES, INCLUDING AIDS.

*See Appendix.

13.01 Distinguish between fact and fallacy about the transmission and treatment of immune-deficiency diseases. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	13.02 Identify community resources and services available to the victims of immune-deficiency diseases. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	13.03 Identify at-risk behaviors that promote the spread of AIDS and the public education necessary to combat the spread of immune-deficiency diseases. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

13.04* Apply infection-control techniques . . . to the care of *all* patients following Centers for Disease Control (CDC) guidelines. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	13.05 Demonstrate knowledge of the legal aspects of AIDS. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

COOPERATIVE WORK EXPERIENCE COMPETENCIES

1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification

VERIFICATION

Each instructor who rates this student on competencies in this MAP should fill in one of the boxes below.

Initials _____ Signature _____

Title _____

School Name _____

School Address _____

Initials _____ Signature _____

Title _____

School Name _____

School Address _____

Initials _____ Signature _____

Title _____

School Name _____

School Address _____

COOPERATIVE WORK EXPERIENCE

In addition to classroom training and laboratory performance identified on the Career MAP, this student has participated in cooperative work experience with the following employers, as shown below.

Dates _____ Employer _____

Employer's Address _____

_____

Supervisor _____

Supervisor's Title _____

Dates _____ Employer _____

Employer's Address _____

_____

Supervisor _____

Supervisor's Title _____

Dates _____ Employer _____

Employer's Address _____

_____

Supervisor _____

Supervisor's Title _____

NOTES

This section of the MAP is provided for the instructor, employer, or student to list additional qualifying statements or other pertinent information. All comments should be initialed for verification.

APPENDIX

Below is a listing of all outcomes and student performance standards for Health Service Occupations.

01.0
DEMONSTRATE APPLICATION OF KNOWLEDGE OF BASIC MATH AND MEASUREMENT SKILLS.

01.01
Draw, read, analyze, and report on graphs, charts, and tables.

01.02
Measure time, temperature, distance, capacity, and mass/weight.

01.03
Make and use measurements in both traditional and metric units.

01.04
Make estimates and approximations and judge the reasonableness of the result.

01.05
Convert from regular time to 24-hour clock time.

02.0
DEMONSTRATE BASIC COMPETENCIES IN SCIENCE.

02.01
Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solutions of such questions.

02.02
Organize and communicate the results obtained by observation and experimentation.

02.03
Demonstrate ability to evaluate and draw conclusions.

03.0
DEMONSTRATE ACCEPTED COMMUNICATION SKILLS IN BOTH CLINICAL AND CLASSROOM ACTIVITIES.

03.01
Recognize and utilize various forms of communication.

03.02
Recognize barriers to communication.

03.03
Use appropriate medical terminology and abbreviations.

03.04
Define unfamiliar medical terms by use of structural analysis, decoding, contextual clues, or a medical dictionary.

03.05
Distinguish factual reports from personal opinions.

03.06
Demonstrate ability to report observations, in written or oral form.

04.0
DEMONSTRATE EMPLOYABILITY SKILLS.

04.01
Identify resources for employment in a health-care field.

04.02
Secure information about employment.

04.03
Identify documents that may be required when applying for employment.

04.04
Complete an employment application form correctly.

04.05
Demonstrate competence in employment interview techniques.

04.06
Identify and demonstrate appropriate responses to criticism from employers, supervisors, or other persons.

04.07
Identify acceptable work behaviors.

04.08
Describe methods used to make job changes appropriately.

04.09
Identify laws relating to employment.

05.0
IDENTIFY ANATOMIC STRUCTURE AND FUNCTION OF BODY SYSTEMS IN RELATION TO THE EFFECT OF DISEASES AND SERVICES PERFORMED BY HEALTH-CARE WORKERS.

05.01
Identify anatomic structure and function of body systems.

05.02
Identify factors relating to transmission of disease.

05.03
Demonstrate medical and surgical aseptic technique.

05.04
Identify cells and tissue microscopically and macroscopically.

05.05
Perform skills related to the integumentary system.

05.06
Identify health careers related to the integumentary system.

05.07
Identify diseases related to the integumentary system.

05.08
Identify health factors that affect optimal function of the integumentary system.

05.09
Identify diseases related to the muscular/skeletal systems.

05.10
Perform skills related to the muscular/skeletal systems.

05.11
Identify health factors that affect optimal function of the muscular/skeletal systems.

05.12
Identify careers related to the muscular/skeletal systems.

05.13
Use proper body mechanics to prevent injury to the patient and one's self.

05.14
Assist with therapeutic exercises so as to prevent injury to, and facilitate rehabilitation of, the muscular/skeletal systems.

05.15
Perform skills related to respiratory care.

05.16
Identify diseases related to the respiratory system.

05.17
Identify factors that affect optimal function of the respiratory system, such as the hazards of smoking, environmental pollution, and the spread of communicable diseases.

05.18
Identify health careers related to the respiratory system.

05.19
Identify diseases related to the nervous system and sensory organs.

05.20
Perform skills related to the nervous system and sensory organs.

05.21
Identify health factors that affect optimal functions of the nervous system and sensory organs, such as proper use of prescription drugs, hazards of illicit drugs/alcohol, and noise pollution.

05.22
Identify health careers related to the nervous system and sensory organs.

05.23
Identify diseases related to the urinary system.

05.24
Perform skills related to the urinary system.

05.25
Identify health factors that affect optimal function of the urinary system, such as adequate fluid intake and bladder control.

05.26
Identify health careers related to the urinary system.

05.27
Identify conditions and diseases related to the reproductive system.

05.28
Perform skills related to the reproductive system.

05.29
Identify health factors that affect optimal function of the reproductive system, such as immune-deficiency diseases.

05.30
Identify health careers related to the reproductive system.

05.31
Identify diseases related to the digestive system.

05.32
Perform skills related to the digestive system.

05.33
Identify health factors that affect optimal function of the digestive system, such as dietary and nutritional factors.

05.34
Identify health careers related to the digestive system, including dental and dietetic occupations.

05.35
Identify diseases related to the circulatory system.

05.36
Perform skills related to the circulatory system.

05.37
Identify health factors that affect optimal function of the circulatory system, such as cardiovascular exercise, weight control, and stress management.

05.38
Identify health careers related to the circulatory system.

05.39
Identify conditions and diseases related to the endocrine system.

05.40
Perform skills related to the endocrine system.

05.41
Identify health factors that will affect optimal functioning of the endocrine system.

05.42
Identify health careers related to the endocrine system.

06.0
SUCCESSFULLY COMPLETE CLINICAL LEARNING EXPERIENCES BY DEMONSTRATING COMPETENCY OF SELECTED OCCUPATIONAL SKILLS REPRESENTATIVE OF MAJOR AREAS OF HEALTH CARE.

06.01
Perform skills appropriate to each body system.

06.02
Complete clinical rotations representing selected health career clusters using skills learned in outcome 01.0.

06.03
Demonstrate interpersonal relationships, self-discipline, and dependability.

06.04
Perform skills in first aid and CPR.

07.0
IDENTIFY AT LEAST ONE HEALTH CAREER THAT MEETS PERSONAL GOALS.

07.01
Examine the requirements of workers in the major health career clusters.

07.02
Compare personal qualities and aptitudes with requirements of selected careers.

07.03
Investigate other health careers not directly related to body systems, such as, but not limited to, hospital administration, biomedical technologies, marketing, public relations, environmental services, and other support services.

07.04
Decide which health career, if any, meets his/her personal career goals.

08.0
SELECT HEALTH-CARE SERVICES IN KEEPING WITH ACCEPTED CONSUMER PRACTICES.

08.01
Demonstrate ability to investigate and select qualified health-care practitioners and providers.

08.02
Identify and compare components of available health insurance plans.

08.03
Demonstrate knowledge of therapeutic uses and misuses of over-the-counter drugs.

08.04
Identify and recognize services of available community agencies.

09.0
RECOGNIZE AND PRACTICE ACCEPTABLE BEHAVIOR IN CLINICAL SETTINGS.

09.01
Describe the concept of positive self-concepts.

09.02
Identify basic human needs according to Maslow's theory.

09.03
Describe and demonstrate appropriate behavior.

09.04
Recognize multicultural behavior differences.

10.0
PRACTICE ACCEPTED PRINCIPLES OF SAFETY IN CLINICAL SETTINGS.

10.01
Demonstrate safe use, care, and maintenance of equipment and materials.

10.02
Practice safe transport and transfer of patients.

10.03
Properly identify patients.

10.04
Follow approved clinical procedures for labeling.

10.05
Use good observational skills and report appropriately.

10.06
Recognize and report signs of abuse and neglect.

10.07
Follow emergency procedures as outlined by instruction.

10.08
Identify and perform skills related to "Universal Precautions."

11.0
DEMONSTRATE KNOWLEDGE OF ETHICAL BEHAVIOR AND LEGAL ASPECTS OF HEALTH CARE IN CLINICAL SETTINGS.

11.01
Recognize lines of authority and responsibility of health-care workers.

11.02
Identify patient rights and responsibilities.

11.03
Identify legal ramifications of actions/inactions.

11.04
Describe current laws affecting health care.

12.0
IDENTIFY THE CHARACTERISTICS AND COMPONENTS OF THE HEALTH-CARE DELIVERY SYSTEMS, USING ACCEPTABLE TERMINOLOGY.

12.01
Identify the basic components of the health-care delivery system.

12.02
Describe the types of health care and identify the major types of health-care facilities.

12.03
Identify health-care planning agencies and services available at local, state, national, and international levels.

12.04
Identify the major events that transformed health care.

12.05
Identify current developments that will affect health care.

13.0
DEMONSTRATE KNOWLEDGE OF IMMUNE-DEFICIENCY DISEASES, INCLUDING AIDS.

13.01
Distinguish between fact and fallacy about the transmission and treatment of immune-deficiency diseases.

13.02
Identify community resources and services available to the victims of immune-deficiency diseases.

13.03
Identify at-risk behaviors that promote the spread of AIDS and the public education necessary to combat the spread of immune-deficiency diseases.

13.04
Apply infection-control techniques designed to prevent the spread of immune-deficiency diseases to the care of *all* patients following Centers for Disease Control (CDC) guidelines.

13.05
Demonstrate knowledge of the legal aspects of AIDS.

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